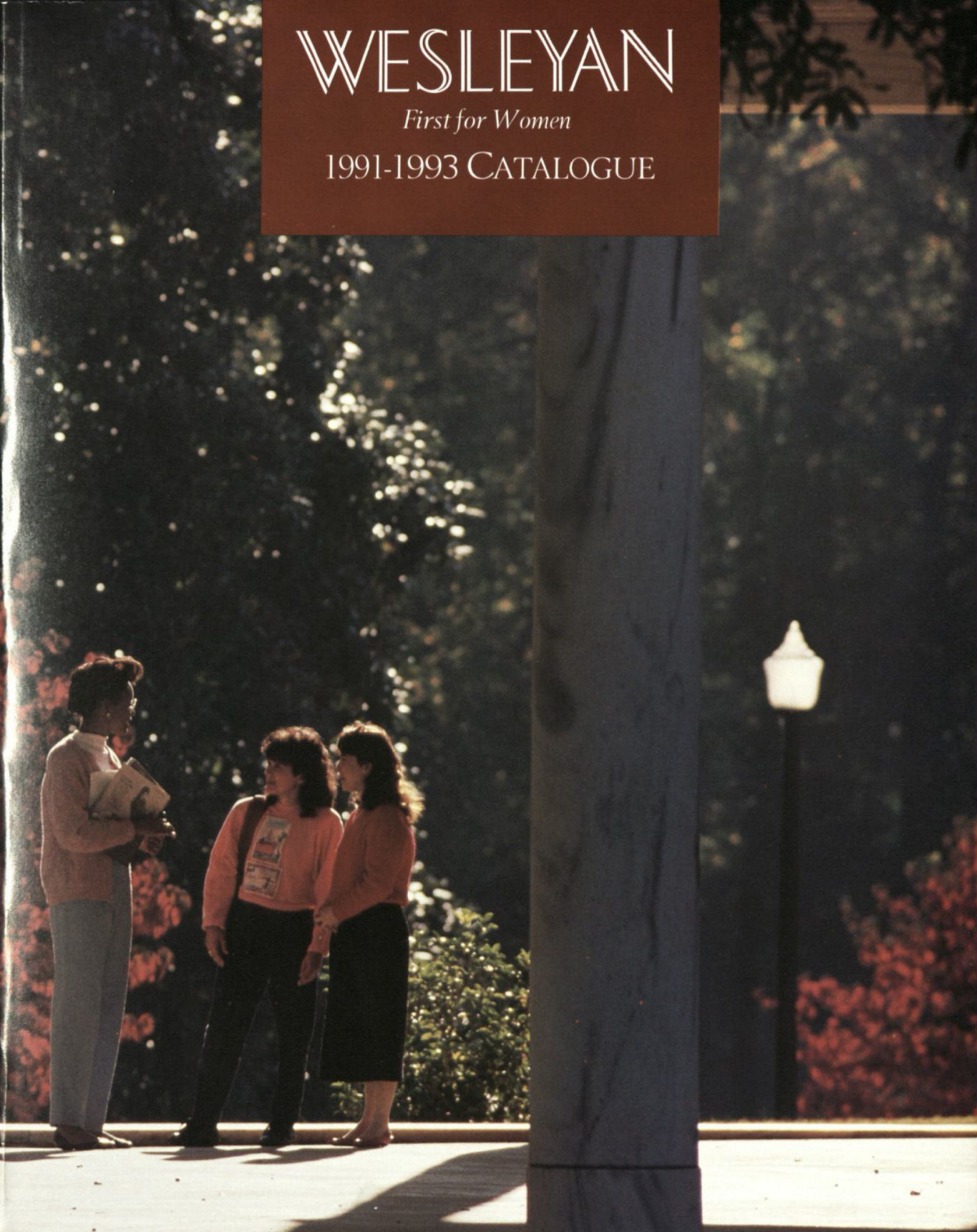


WESLEYAN

First for Women

1991-1993 CATALOGUE



WESLEYAN

First for Women

1991-1993 CATALOGUE

CONTENTS

Statement of Policy and Accreditation	3
A Wesleyan Education.....	5
The Academic Program	9
Academic Enrichment	9
Academic Procedures and Regulations.....	16
Majors	23
The Curriculum	28
Admission and Finances.....	175
Student Life.....	193
The Campus.....	205
College Calendar	208
Directory	212
Index.....	222



STATEMENT OF POLICY

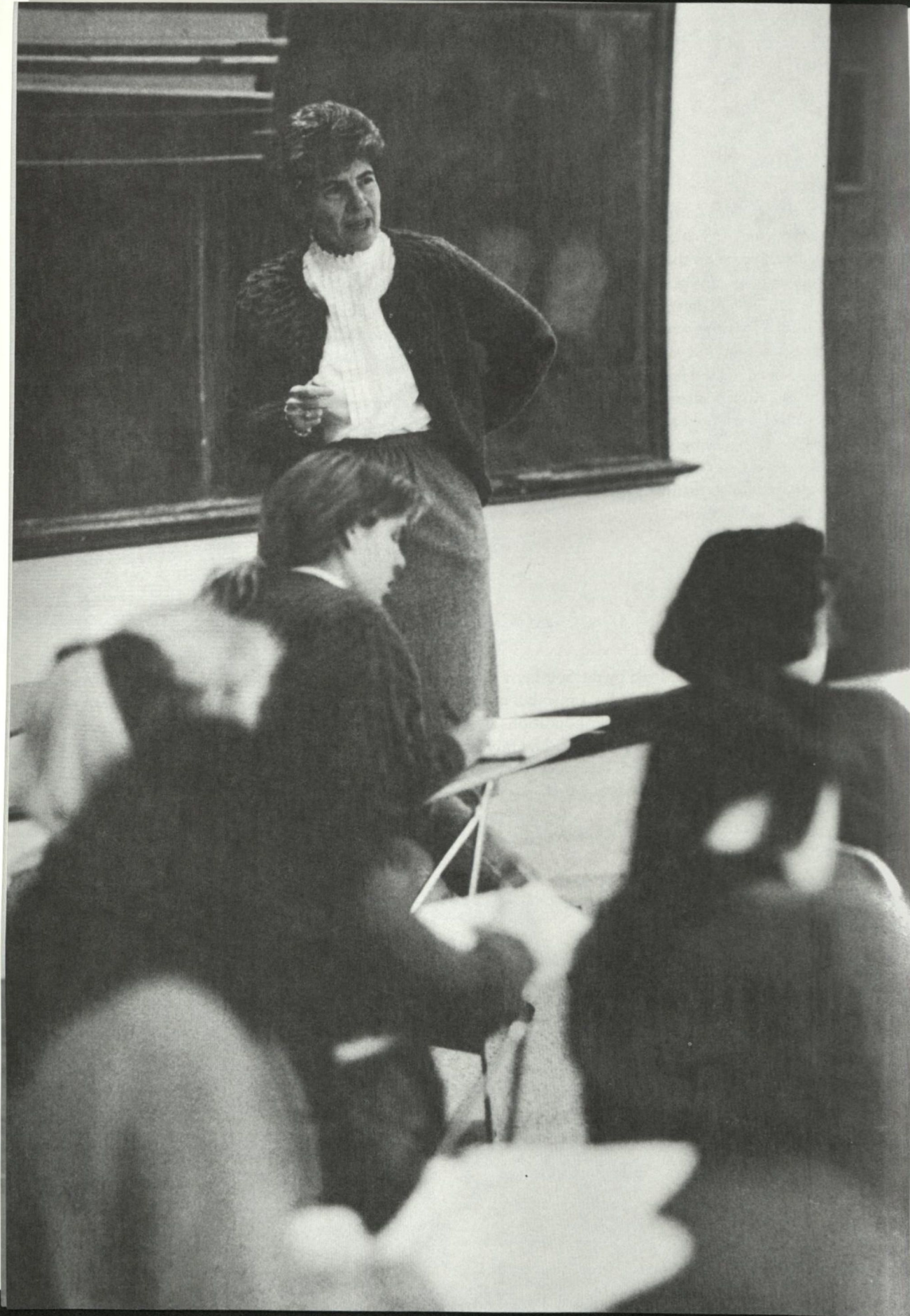
Wesleyan College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. Wesleyan does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. No handicapped person is, on the basis of the handicap, excluded from participation in, denied benefits of, or otherwise subjected to discrimination under any program, employment, or activity at Wesleyan College. Wesleyan College complies with the Family Rights and Privacy Act of 1974. The Registrar should be consulted for details and procedures.

Every effort is made to insure the accuracy of information presented in this catalogue. The contents should be considered advisory only and not regarded as an irrevocable contract. The College reserves the right to alter or change requirements, fees, course offerings, or other specified policies at any time.

Faculty advisers are available to assist the student in the arrangement of her program, but responsibility for acquainting herself with regulations and fulfilling all requirements for degrees rests with the individual student.

ACCREDITATION

Wesleyan is fully accredited by the Southern Association of Colleges and Schools and the National Association of Schools of Music. It is a member of the Association of American Colleges, the American Association of Colleges for Teacher Education, and the Georgia Association of Colleges. It is on the approved list of the Association of American Universities, the American Association of University Women, the National Association of Schools and Colleges of the United Methodist Church, and the University Senate of The United Methodist Church.



A WESLEYAN EDUCATION

Wesleyan College, a four-year liberal arts college for women, is a leader and an innovator in women's education. The first college in the world chartered to grant degrees to women, Wesleyan took its mission of educating women seriously in 1836, and the college continues to take that mission seriously today.

THE MISSION STATEMENT

Wesleyan College is a four-year women's residential college conferring degrees in the liberal arts. Since its founding in 1836, Wesleyan's mission has been and remains to provide an educational environment designed for women. Its uniqueness lies in the learning and leadership experience offered in the development of mind and spirit.

Affirming its long relationship to the United Methodist Church, Wesleyan emphasizes a search for knowledge within the framework of the Judaeo-Christian ethic and the supporting tradition of open inquiry in the pursuit of truth. Therefore, incorporated in Wesleyan's commitment to academic excellence is its belief that a firm grasp of enduring human values is basic to principled living and intelligent service.

Wesleyan believes that a broad liberal arts education best equips one to be a contributing member of society and thus offers an integrated approach to the education of women. Historical perspective, analytical and creative thought, and ethical behavior are fundamental to scholarship and to individual growth. Career preparation is enhanced within this liberal arts context.

Wesleyan's educational experience is indeed a true commencement, for central to our education philosophy is the conviction that the quest for knowledge and the resulting joy of discovery are fulfilling life-long pursuits.

THE WESLEYAN PHILOSOPHY

At Wesleyan, we believe that a liberal arts education is the best education for life. A Wesleyan education offers students exposure to the full range of human knowledge, assists them in developing skills in critical thinking and analysis, encourages them to question and explore the issues that affect their lives and futures, and challenges them to discover who they are in the light of the rapidly changing world around them. In a world where career changes have become the norm rather than the exception, a liberal arts education provides a broad basis that will apply to any career decision. As a result, students are prepared both for life-long learning and for the career shifts that inevitably attend their progress toward success.

A Wesleyan education is structured to provide students with personal interaction with the faculty both inside and outside the classroom. Wesleyan's faculty, 76 percent of whom have earned the highest degree in their field, remain current in their fields by publishing books and articles and presenting papers at professional meetings. And a student-to-faculty ratio of 10:1 ensures that students are known by more than a grade or a number. Faculty and students know each other as individuals and make up a genuine learning community.

Wesleyan is taking the lead in integrating the curricular and extracurricular life of the campus. Programming in the dormitories often extends the classroom, expanding on issues in courses. The model community service program, Wesleyan Volunteers Against Illiteracy, extends into the classroom. Students earn internship credit by teaching adults in the community to read and participating in a reflective seminar on the process. Wesleyan is committed, in the curriculum and in student life, to fulfilling its special mission as a women's college.

Two other innovations that Wesleyan has pioneered assist students in combining a liberal arts education not only with preparation for a career but also with modern technology. The Rotary Internship Program, a partnership of the college and the local business community, enables students to begin to explore the world of work as early as second semester of freshman year. Students can pursue up to three intern-

ships in different fields, and many go directly into jobs with their sponsoring organizations after graduation.

The Computer Focus Program, established in 1989, makes the computer an integral part of the curricular and extracurricular life of the college. Each entering freshman is given a Macintosh computer and printer that are hers to use and to keep upon graduation. These computers are compatible with all faculty and staff computers, to facilitate exchange of information. Student organizations are similarly equipped; and there are two fully integrated computer classrooms, which are used for courses as diverse as mathematics and English. The greatest innovations are taking place in individual classrooms where faculty members are increasingly integrating the computer into their courses. Students may find the computer used to explore various cultures in a history course that surveys the emergence of modern thought, to write original music in a music course, or to simulate science experiments, as well as simply write a term paper.

THE HISTORY OF THE COLLEGE

Founded in 1836 as The Georgia Female College, Wesleyan was at first a joint effort of a group of Macon citizens and the Georgia Conference of the Methodist Episcopal Church. In 1843, the Georgia Conference assumed responsibility for the college, and the college continues its affiliation with the United Methodist Church today.

When Wesleyan was founded, the idea of educating women was very novel. It had taken almost two hundred years from the time that Harvard granted the first baccalaureate degrees to men in this country for any institution to offer the same privilege to women. Wesleyan's original program was a rigorous four-year classical curriculum, very similar to the curriculum being offered by the men's colleges of those times. In addition, however, it stressed, from the beginning, the exercise of judgment, discrimination, and analytic thinking. And most innovatively of all, it emphasized the importance of scientific as well as classical learning.

Over the years, Wesleyan has continued to lead the way in women's education. In 1840, we awarded the first baccalaureate degrees given to women anywhere in the world. We are also home of the world's first alumnae association. Wesleyan is the birthplace of two national sororities, Alpha Delta Pi in 1851 and Phi Mu in 1852. In the late nineteenth century, we added a strong emphasis in the fine arts to our classical and scientific curriculum. As we move towards the twenty-first century, we are continuing to strengthen our preparation for careers in biological and physical sciences. In 1991, we signed a working agreement with Oak Ridge National Laboratories that greatly expands the opportunities available to students. Wesleyan pioneered the academic freshman seminar a decade ago; it is currently pioneering the capstone seminar in general education.

The college is also taking the lead in interdisciplinary education, designing courses and faculty positions that bridge the various fields of knowledge. In 1993, the college will complete a capital campaign that will endow six distinguished teaching chairs for scholars who can connect their field of specialization to the wider intellectual world.

THE WESLEYAN PLAN

Wesleyan offers a rigorous four-year curriculum in the liberal arts and sciences that is faithful to the origins of the college and that encompasses the best of current education thinking. It ensures depth of knowledge through the required major and the optional minor. And it has an exciting new general education component that grows directly out of the mission of the college; it takes each element of the mission as a goal to be achieved and designates the courses or choice of courses which enable students to achieve each goal.

This new general education component called The Wesleyan Plan is designed to prepare women to be leaders in the world. It has four overall goals:

- 1) the enhancement of the student's ability to think critically and creatively and to analyze logically and quantitatively;
- 2) the strengthening of her intellectual curiosity, independent judgment, and open-mindedness in order to foster life-long learning;
- 3) the increase in her understanding of the impact of the world's religions upon various fields of human endeavor with emphasis upon the Hebrew and Christian traditions; and
- 4) the development of her awareness of the experiences, perceptions, and contributions of women and of other historically-excluded groups.

In addition to these four general goals, the curriculum has a series of specific goals that amount to fundamental preparation both for career and for life-long learning. To each of these goals the faculty has coupled specifically designed and carefully designated courses to lead students toward achievement. These goals and the courses that allow a student to fulfill them are as follows:

- 1) A student should develop an ability to organize and articulate thoughts clearly and precisely. To achieve this goal, the student is required to take a course in English composition and one in mathematics, as well as one course from those designated "communication-intensive" in order to hone her skills in oral communication. (English 101, Mathematics 101 or 205)
- 2) A student is expected to develop an ability to communicate in a language other than her native tongue and to appreciate the culture that produced the language. To achieve this goal, a student must complete two semesters of the same modern language at a level to be determined by placement.
- 3) A student should develop a common body of knowledge through study of great literature of the world. To achieve this goal, a student must take an English course entitled "Writing About Great Books" and one semester of a two-semester Humanities sequence encompassing a survey of world literature. (English 102, Humanities 251 or 252)
- 4) A student should develop an historically-based understanding of the key elements of global and national independence. To meet this goal a student must complete six hours of history selected from a two-semester survey of U.S. history and a two-semester world history sequence. Three of the six hours must be selected from the most contemporary portion of these sequences. (Two of the following: History 104, 105, 251, 252)
- 5) A student should develop an understanding of the role of modern science and technology. A student will meet this requirement through completing one course in the life sciences – cellular dynamics – and another in the physical sciences – introduction to physical sciences. Closely related to this goal is the Computer Focus program. Each student is provided with her own computer, and she is expected to develop the capacity to integrate the most modern technology into the study of the liberal arts. (Biology 120, Physical Science 110)
- 6) A student should develop an understanding of self and one's relationship to society. This requirement allows the student to select six hours from introductory courses in psychology (a two-semester sequence), sociology (a two-semester sequence), and religion (one semester). The student may not take all six hours in the same discipline. (Two of the following: Psychology 101, 102, Sociology 101, 102, Religion 100)
- 7) A student should develop an understanding of creative and expressive endeavors in the arts. A student may select courses in art, music, and theatre appreciation, as well as hands-on courses in music and theatre. Six hours are required, all of which can not be in the same discipline. (Two of the following: Music 135, 136, Art 101, 261, 262, Theatre 101, 221, 222)
- 8) In order to develop into a life-long learner, each student is required to participate in a Junior Seminar program. These three-hour seminars will be team taught by faculty members from different disciplines. They will treat problems and issues related to a theme that transcends disciplinary specialization in a way that emphasizes values. (Wesleyan Junior Seminar)

A student whose conviction of an academic violation by the Honor Code has been upheld is not eligible to receive a degree with honors.

Wesleyan graduates who return to Wesleyan for a second degree will continue adding to their previous Wesleyan hours and GPA. For Senior Honors, all grades accepted for credit will be computed in the cumulative GPA. The grades of students who received their first baccalaureate degree from another institution and who are now enrolled in Wesleyan's Second Degree Program will be computed in the cumulative GPA.

A year of college work is equivalent to one-fourth of the number of semester hours required for graduation.

Junior Marshals

Junior Marshals are selected at the end of each year from the rising Junior Class to serve as guides in the processional and recessional at formal academic occasions. Marshals must have completed a minimum of one year of academic work at Wesleyan and are selected by the Dean of Student Services, the Dean of the College, and the Registrar of the College, on the basis of character, proven leadership in student organizations, and cumulative GPA.

COMPUTER FOCUS

All incoming, full-time students receive a computer as part of their admissions materials. One of only a very few colleges - and the only women's college - with such a program, Wesleyan thus emphasizes its commitment to providing students with an education combining essential, modern skills with an emphasis on the liberal arts. Each student's computer is hers to use in all of her course work.

The Computer Focus Program also provides services which support the use of computers on campus. The Computer Lab contains many computers of different brands and a wide variety of computer software for student use. The Lab also has other computer equipment for the production of audio and graphic materials. Students may attend computing seminars, get consulting help, and purchase computer equipment through the Program.

CONVOCATIONS

The Wesleyan Convocation Series contributes to a strong academic atmosphere for students and faculty by bringing to the campus outstanding scholars and performers in varied areas. In addition to providing enrichment beyond classroom experiences, the Convocations also serve the purpose of providing a time for the entire campus community to meet together. Recent speakers in the series have been Ellen Goodman, Rosalyn Carter and Betty Ford, Eugenia Zukerman, Linda Wertheimer, and Kate Millet.

Attendance at a minimum number of Convocations is required. Students not attending 75 percent of the Convocations are assessed \$5.00 for each absence.

In addition to the excellent speakers series, Wesleyan students enjoy free admission to the Macon Concert Association and Macon Symphony performances in Porter Auditorium.

HONORS PROGRAMS

The college offers students the opportunity to participate in the Wesleyan College Honors Program and/or the Departmental Honors Program. College Honors are awarded to those students who complete the four-year honors program, while Departmental Honors are granted to those students who demonstrate academic excellence within their chosen major. Both programs require an Honors Thesis. The college honors program applies to those freshman entering in the fall of 1991 and thereafter.

The major goals of the Honors Programs are as follows:

- 1) To intensify the educational experience for those students of exceptional intellectual ability and initiative;
- 2) To reward and encourage academic excellence by providing a stimulating environment through challenging courses, seminars and extracurricular experiences; and
- 3) To encourage advanced study and research under the direction of or in participation with selected faculty.

College Honors

Participation in the College Honors Program may occur by the following methods:

First-year students:

- 1) All recipients of the Presidential and Dean's Scholarship are invited to participate in the Honor's Program.
- 2) Following acceptance into Wesleyan College, any other student with a minimum SAT score of 1100 or ACT composite score of 27 and a ranking in the top 10% of her high school class will be invited into the program.

Students who meet the following qualifications may petition the Honors Committee during their freshman or sophomore year for admission in to the Honors Program. To be eligible for membership, the student must be enrolled full-time and have earned a minimum grade point average of 3.5 during her first semester at Wesleyan. Students applying for entry into the Honors Program after first semester freshman year must have earned a grade of A in ENG 101. Those students who achieve a minimum score of 50 on the CLEP College Composition examination and receive credit for ENG 101 may apply. Those students who earn a 4 or 5 on the AP Language and Composition Examination and successfully complete an essay during new student orientation and receive credit for ENG 101 are also eligible to apply. Selection into the Honors Program is made by a faculty subcommittee of the Admissions Committee.

The College Honors Program has the following components:

- 1) Satisfactory completion of ENG102 (H).
- 2) Satisfactory completion of a minimum of three additional honors courses, two of which must be from the general education requirements. Honors courses may include special sections of regularly offered courses, as well as courses with an optional honors component. All honors courses will be noted on the student's transcripts. Only students admitted to the Honors Program may take honors courses/ components.
- 3) Satisfactory completion of the Honors Thesis, done throughout the student's senior year.
- 4) Active participation in a program of lectures, films, discussion and, community-based activities organized by the students themselves.

Departmental Honors

To be eligible for Departmental Honors, students must have met the following requirements by the beginning of spring semester of their junior year

- 1) Completion of at least four courses within her major;
- 2) A minimum cumulative grade point average of 3.7 in her major courses;
- 3) A minimum cumulative grade point average of 3.7 in general scholarship.

Students who qualify (see requirements for Honors Thesis below) should submit an application for Departmental Honors to the chair of their major department no later than spring semester of the junior year. The Departmental Honors Program includes satisfactory completion of the Honor's Thesis, done throughout the student's senior year.

The Honors Thesis for College and Departmental Honors

During her senior year, an Honors Student will complete an honors thesis, constituting an in-depth exploration of some area within her major field. Involvement in the honors thesis will not exceed 6 credit hours and will be noted on the student's transcript as __499. Honors thesis hours need not count toward the maximum hours allowed in a major. A student wishing to do the honors thesis should consult with her major adviser and the chair of the Honors Committee early in her junior year.

The honors thesis must be completed, in a form specified by the major department, no later than three weeks before the end of classes. The thesis is evaluated and an oral examination is conducted by a committee made up by the student's major advisor, another member of the major area concerned, and a faculty member from another academic area. Students completing the honors thesis are also required to present their findings to faculty and peers at an annual honors event.

A candidate who fails to meet the requirements for College or Departmental Honors is transferred to candidacy for the regular degree.

HONOR SOCIETIES AND PROFESSIONAL FRATERNITIES

Alpha Lambda Delta

This national scholastic honor society recognizes outstanding academic achievement during the freshman year. Founded nationally in 1923, a chapter was established at Wesleyan in 1987. To be eligible for membership, freshmen must be enrolled full time and earn a cumulative grade point average of 3.5 or better.

Alpha Sigma Lambda

This national honor society recognizes students in continuing education programs who have maintained outstanding academic records. Eligibility for membership is based, in part, upon completion of a minimum of thirty semester hours at Wesleyan, at least fifteen of which must be outside the major field.

Alpha Psi Omega

This national honor society for students participating in theatre work has a Wesleyan chapter, Phi Psi. To be elected to membership the student must have second semester junior standing and have demonstrated that she has outstanding ability in theatrical activities.

Beta Beta Beta

Beta Beta Beta is a national honor society for biologists. Founded nationally in 1922, a chapter was established at Wesleyan in 1977. Rising juniors and seniors who are life science majors or show a strong interest in the life sciences are chosen on the basis of academic achievement.

Kappa Delta Epsilon

KDE, a national honor society in education, has a chapter at Wesleyan known as Alpha Omicron. Membership is open on invitation to students planning to teach. Invitation is based on an academic average of B and leadership qualities.

Mortar Board

The Crown and Scepter chapter of Mortar Board was founded at Wesleyan in 1971. Mortar Board is a national senior honor society founded for the advancement of women. Membership is based on scholarship, leadership, and service and is offered to a select group of rising seniors every spring.

Phi Kappa Phi

Phi Kappa Phi is a national honor society recognizing academic achievement in all departments. The Wesleyan chapter was established in 1969. It seeks to stimulate scholarship in all fields of learning. Only those juniors who are in the upper five percent and seniors in the upper ten percent of their classes may be considered for membership. Character and service are also considered.

Phi Sigma Iota

Phi Sigma Iota was established on the Wesleyan campus in 1966. It is a national honor society in the Romance Languages which seeks to recognize outstanding ability and attainments in the field of romance languages. To be elected to membership, a student must be of junior standing and have earned at least a B average, not only in the special field, but in the total work at Wesleyan College.

Pi Gamma Mu

Installed at Wesleyan in 1959, Pi Gamma Mu is a national honor society in the fields of social science. To be eligible, a student must have earned at least twenty semester hours in the social sciences with a B average.

Psi Chi

A chapter of Psi Chi, a national honor society in psychology, was established at Wesleyan College in 1980. To be eligible for membership, a student must have declared a major in psychology, completed eight semester hours of psychology, or six semester hours and registered for at least two semester hours in addition. Grade point averages of 3.267 in general scholarship and 3.3 in the major are required.

Sigma Alpha Iota

A chapter of Sigma Alpha Iota, an honorary professional fraternity for women in the field of music, was established at Wesleyan College in 1959. Membership is based on scholarship, musicianship, and character.

STUDY ABROAD PROGRAMS

Bulgaria - University at Sofia

Wesleyan has an exchange agreement with the University at Sofia. Students may study for one semester, or for a full year. Complete details are available from the Director of Foreign Studies.

Europe and China - A.I.F.S.

American Institute for Foreign Studies - Wesleyan maintains a cooperative agreement with A.I.F.S., providing opportunities for study abroad in Great Britain, Austria, Germany, France, Italy, Spain and China. Students may elect to study abroad for one full year, one semester, or a summer session.

One of the most attractive of these programs is at Richmond College, London. Richmond has the advantage of being accredited by the Middle States Association of Colleges and Schools and of awarding credit on the American semester system so that transfer of credit is greatly simplified.

Japan - I.C.U.

International Christian University - Wesleyan maintains an exchange program with I.C.U. in Japan. This is a scholarship program enabling a Wesleyan student to attend I.C.U. for one year (usually the junior year). Tuition and room fees are included in the scholarship. The student is responsible for transportation and food as well as incidental expenses. Interested students should apply in the Fall Semester of their soph-

omore year, and the selection is made by the President, the Dean of the College, and the Dean of Student Services.

Students who have attended I.C.U. are consistently pleased with their experience in Japan, and their knowledge of the Japanese language and culture proves extremely valuable in expanding career opportunities.

Junior Year Abroad

A qualified student may substitute for the work of the junior year at Wesleyan a year of study abroad in an institution approved by the College. To be eligible for the junior year abroad the student must have high standing in the work of the first three semesters. There are numerous programs available to students, and students may devise a program in consultation with their advisers and should obtain the approval of the Dean of the College.

Highly motivated, mature students with excellent academic records (minimum of 3.0 in the first three semesters) are eligible for participation in a cooperative program with Randolph-Macon College at Reading, England. This is a junior year program in which students live in college-owned housing, and participate in tutorials staffed by Reading University faculty. A member of the Randolph-Macon faculty with British university experience directs the program.

FIELD STUDIES - INTERNSHIPS

The Internship Services Program is a significant component of Wesleyan's overall academic curriculum. Participation in the program allows Wesleyan students to relate theory to actual practice and to gain valuable work experience while continuing their academic program through the Wesleyan-Rotary program, the Governor's Intern Program, and other programs designed by the director of the program.

Two levels of practical experience carry the corresponding course descriptions. For the beginning student, a lower division course, Field Studies 199, serves as an introduction to special areas in a career field in which a student is interested. Consisting primarily of observation, the 199 internship allows the student to obtain a broad overview of a potential career while receiving limited academic credit for the experience. The Field Study 452 provides a more detailed program involving knowledge of a career and the opportunity to develop specific competencies necessary for entry level employment in that field.

Variable academic credit is permitted for internships, but no more than nine semester hours of field study credit will be counted toward the fulfillment of graduation requirements. Approximately four contact hours per week at the placement site are required for one semester hour of academic credit. A student may not register for more than three hours credit for internships per semester, except during the summer, when nine hours may be taken. To ensure academic quality in the internship experience, interns work closely with and meet regularly with a faculty sponsor who eventually evaluates the student's performance, consulting periodically with the on-site supervisor. Field studies are evaluated on a CREDIT/NO CREDIT basis.

Applications for field studies may be obtained from the Director of Internship Services and must be approved by the student's faculty adviser and division chair.

WILLETT MEMORIAL LIBRARY

The Willet Memorial Library offers a collection of print and non print materials to support the stated curriculum of the college, to enhance the student's independent study and thinking, and to provide recreational readings. This collection consists of 130,000 volumes, 530 current periodical subscriptions, 11,000 items of microform, and 5,550 tapes and records. Membership in three consortia allows access to books and periodical holdings of libraries nationwide through interlibrary loan. Instruction, both individual and group, is offered in the use of the library and its services. Students are expected to make the use of library materials an integral part of study and learning.



ACADEMIC PROCEDURES AND REGULATIONS

ACADEMIC ADVISING

The academic advising program at Wesleyan plays a very important role in the career of the student. The freshman is assigned a faculty adviser in the fall semester. These advisers are trained to aid the student in planning her academic program and in exploring various career options. A student may declare a major after the first semester of the freshman year and must declare by the end of the sophomore year. She will then choose an adviser who is a specialist in the major field. Advisers are available to assist the student in arranging her program, but responsibility for acquainting herself with regulations and fulfilling all requirements for degrees rests with the individual student.

REGISTRATION

Students must register in person on the registration dates listed in the College Calendar for the fall and spring semesters. No student may be admitted to class until her registration has been completed and her fees paid.

Students in attendance in any term who plan to continue in the next term are required to file with the Office of Records and Registration a preliminary schedule of courses. Students will not be admitted later than three weeks after the beginning of a semester, except under unusual circumstances and by special permission.

A regularly enrolled student may register to audit a class provided it is not a studio or laboratory course. A student's audit status must be declared no later than the last day for schedule changes without penalty. Class attendance policy for the auditing student will be the same as required for the student taking the course for credit.

ATTENDANCE

Students are expected to be regular and punctual in attending classes, laboratories, private lessons, and college convocations. Permission to be absent from a class must be obtained from the professor responsible for that class. A student who is absent from any class without permission may be penalized by the lowering of her grade in the course.

Students are responsible for all absences from class and it is the responsibility of the student to arrange with the professor to make up the work missed. In this respect there is no difference between excused and unexcused absences. Students are not permitted to be absent on the two days preceding and following a holiday.

Students pursuing regular courses in art, music, and speech are required to attend and take part in programs, plays, or exhibitions scheduled by the faculty of the respective areas.

WORKLOAD

It is recommended that a student take between 12 and 15 semester hours during the fall and spring semesters. Permission must be given by the Dean of the College to take more than 17 semester hours or less than 12 semester hours in a regular term. The maximum number of hours for which a freshman may register is 17 semester hours; the maximum for advanced students is 19 semester hours.

Upperclass students who wish to take more than 17 semester hours must have maintained a grade point ratio of at least 2.6 on the work of the preceding semester, and must have the approval of the Dean of the College.

Students may not discontinue courses for which they have registered except for reasons of health or causes acceptable to the Dean of the College.

NUMBERING OF COURSES

Single numbers indicate one-semester courses. Double numbers joined by a hyphen, as 101-102, are used for courses that extend through two semesters. Such courses must be taken in their entirety unless special permission is granted to divide them. Numbers separated by commas, as 101, 102, indicate a very close relationship, but one which permits credit for either semester without the other. Courses planned primarily for freshmen and sophomores are numbered 100 to 299; for juniors and seniors, 300-499. The letter H following a course title indicates an Honors Course. Subject codes are indicated by the letters following each subject; e.g., Biology (BIO).

COURSE CREDIT

Credit is granted on the basis of semester hours and each course will have a value of 1 to 9 semester hours. Credit in courses is shown by figures in parentheses such as (3). One hundred twenty (120) semester hours are required for graduation.

CREDIT AND GRADING SYSTEM

To qualify for graduation, a student must complete at least 120 semester hours and have a grade point average of 2.0 or better.

Letter grades are used. They are interpreted below with a statement in the right-hand column as to the number of quality points per credit hour assigned to each letter grade.

A - The grade A is reserved for work that is of exceptional quality and showing unusual insight, initiative, and understanding. 4 points

B - The grade B is awarded for work that is of superior quality and is consistently above the average. 3 points

C - The grade C indicates average performance. It is an acceptable and respectable grade. 2 points

D - The grade D is the lowest passing grade and indicates work below average. 1 point

E - The grade E indicates conditional failure with permission to re-take the final exam. The student may not earn a grade higher than D upon removal of the E grade.

F - The grade F indicates absolute failure. 0 points

CR - Passing work in a non-graded course taken for hourly credit (not computed in GPA)

NC - No credit in non-graded course taken for hourly credit (not computed in GPA)

S - Satisfactory in work taken without hourly credit (not computed in GPA)

U - Unsatisfactory in work taken without hourly credit (not computed in GPA)

I - Incomplete (not computed in GPA)

W - Withdrawal (not computed in GPA)

WP - Withdrawal Passing (not computed in GPA)

WF - Withdrawal Failing (same as F, computed in GPA)

Comments:

Plus and minus grade designations are not used at Wesleyan.

The minimum passing grade is D while the grade F indicates failure.

The grade of "I" is given only when a student has been absent from the final work in a course due to illness or other causes acceptable to the Dean of the College. The Dean's permission must be requested and given before an "I" may be recorded. The procedure is as follows:

1. Except in cases of emergency, the student should consult with the instructor concerning the incomplete.
2. Except in cases of emergency, the student must file a written request for an incomplete with the in-

structor outlining her reasons for the request.

3. In cases of emergency (defined as unexpected occurrences such as accidents or sudden illness) when there is no opportunity for a consultation or a written request, the instructor may assign an incomplete grade for the student.
4. "I" grades must be removed by the date given in the College Catalogue. It is the same date the drop/take period ends. The Dean will notify the student prior to this time of the fact that grades of "Incomplete" which have not been made up by the end of the drop/take period of the following term will automatically revert to a grade of "F." A copy of this letter will be mailed to the instructor of the course as well.
5. Students assume full responsibility for completing all the requirements to remove a grade of Incomplete including turning work into the instructor according to the approved plan so that the instructor has sufficient time to evaluate such work and assign a grade.

Credit hours earned in courses accepted for transfer to Wesleyan College from other accredited institutions are included in the transfer student's cumulative credit hours earned. Grades earned in courses accepted for transfer credit are not reflected in a student's Wesleyan cumulative grade point average.

For Senior Honors, grades accepted for transfer of credit to Wesleyan will be computed in the cumulative GPA. (See Academic Honors, page 7, for a complete explanation of policies related to Senior Honors.)

A "W" is given only when a student has officially withdrawn from a course with the approval of the Dean of the College. Permission to withdraw after mid-semester may be granted only in cases of illness, family emergencies, or other causes acceptable to the Dean of the College. After mid-semester, a "WP" or "WF" indicates passing or failure in a course at time of withdrawal. (A "WP" is not computed in the GPA; a "WF" is computed in the GPA.) Exceptions are made only in cases of illness or emergency when a W may be recorded at the discretion of the Dean of the College. (A "W" is not computed in the GPA.)

Credit - No/Credit

A student may elect up to a maximum of 18 semester hours on the basis of CREDIT/NO CREDIT grading during her tenure at Wesleyan College. This option may not be exercised in the first semester of the freshman year, except for those courses graded only in this manner, ie Glee Club. After that semester, no more than 5 semester hours per term may be elected on the CREDIT/NO CREDIT option. The only part of a student's major work that can be taken on CREDIT/NO CREDIT grading are Directed Independent Studies, Field Studies, Senior Seminars, and Glee Club. The student teaching block (EDU 490) is a special case that must be taken CREDIT/NO CREDIT and is not subject to the 5-hour limitation.

CREDIT/NO CREDIT grading is the student's option (except in EDU 490 and Field Studies Internships); however, CREDIT/NO CREDIT grade option may not be exercised or modified after the drop/take period. Except in courses requiring CREDIT/NO CREDIT grading (student teaching and internships), students should exercise great caution in choosing this option. Opting for CREDIT/NO CREDIT grading disqualifies a student for Senior Honors, and may be looked upon with disfavor by some graduate and professional schools.

Repeating a Course

A student may repeat a course to affect her GPA only when she has first made a D or F in the course. In the case of repeated courses, both grades (first time and second time) are counted in the computation of the cumulative grade point average.

Should a student repeat a course more than once, only the first grade and the last grade are counted in the computation of the cumulative grade point average, except in the case of the grade of F which will be counted only one time for any one course. Course credit earned in the case of repeated courses is counted

only one time.

Credit For Summer Work

The maximum amount of semester hour credits allowed in transfer from another college or university summer session may not exceed in semester hours the number of weeks of the summer session. Grades below C may not be transferred to Wesleyan for credit.

ENGLISH AS A SECOND LANGUAGE

Foreign students are required to pass ESL 100 prior to registering for ENG 101, unless exempted by recommendation of the English faculty after completing a special composition examination.

FOREIGN LANGUAGE PLACEMENT POLICY

Placement

1. Any student who has not taken a particular foreign language in high school or is not a native speaker of that foreign language may begin studying that language at the 101 level without taking a placement examination.
2. Any student who has taken a foreign language in high school or has native fluency in that foreign language will be required to take the placement examination if she wishes to study that language. If, however, she has studied the same foreign language for at least two years, she will begin at least at the 211 level. (The specific placement will be determined by foreign language faculty after reviewing the results of the placement examination and studying the student's transcript.) If the student cannot do acceptably the work in the course into which she placed, she may, on the recommendation of the instructor, go back to an earlier course even after Drop/Take and earn credit.

EXAMINATIONS

Final Examinations

All students are required to be present. Absence from an examination for any cause other than that approved by the Dean of the College will result in failure in the course.

A professor may exempt from the final examination a senior in her final semester if she has an A average on all other work in the course.

Examinations for the Removal of "I" Grades

Examinations for the removal of "I" grades are held on the dates specified on the College Calendar, and must be completed no later than one week after the beginning of the next semester for which the student is registered. It is the responsibility of the student to make arrangements for the examination.

A student failing to remove such grades at the time appointed for reexamination shall be regarded as having failed in the course, and a grade of "F" will be recorded.

Special Examinations

A student who for unavoidable reasons misses a regularly scheduled examination may apply for permission to take a special examination. Written permission must be secured from the Dean of the College, and the examination must be taken at the time specified by the instructor.

PROBATION

Academic Probation

At the end of the semester a student is automatically placed on probation if her cumulative grade point ratio is less than 1.7 for freshmen; less than 1.9 for sophomores; and less than 2.0 for juniors and seniors.

When a student is placed on academic probation the Dean of the College gives notice of the fact to the student. It is understood to constitute a serious warning that the continuation of a comparable level of achievement may result in dismissal. Students under such probation cannot hold office in college organizations or engage in other extracurricular activities which interfere with academic work. A student will be removed from probation when the cumulative grade point average is high enough to justify such action.

The primary responsibility of a student on probation is improvement of academic work. For that reason, a student on probation should not be absent from any class without an acceptable excuse.

DISMISSAL

At the end of the freshman year a student automatically excludes herself from the College if her grade point average for the year has fallen below 1.5. (Freshmen who have made a grade point average of 2.0 for the second semester will be excepted from this rule.)

At the end of the sophomore year, a student automatically excludes herself from the College if her cumulative grade point average has fallen below 1.7; or at the end of the junior year if the cumulative grade point average is below 1.85. No student will be excluded who has not been placed on academic probation at some time. If in the semester immediately preceding the time of possible exclusion she has made at least a 2.0 average as a freshman or sophomore or 2.5 as a junior, the student will not be excluded.

Automatic exclusion is understood to mean exclusion for at least the following semester. The student may apply for readmission after that time. Exclusion does not imply that the student is morally delinquent or has seriously violated college law, but that by reason of inadequate preparation, inattention to duty, or irregular attendance, she is not profiting by her attendance at Wesleyan College.

A student may be dismissed at any time for other than academic reasons as explained in the Student Handbook.

VOLUNTARY WITHDRAWAL

Students who find it necessary to withdraw from the College during the regular academic year must file with the Dean of the College a Withdrawal Request Form requesting administrative approval for such action. Voluntary withdrawal is considered official by the College only upon receipt of said request. Honorable dismissal is granted only if all financial obligations to the College are satisfactorily cleared. A dormitory student should also notify the Dean of Student Services of her intention to withdraw. A student who, having withdrawn from the College, wishes to return after a lapse of time may not be automatically readmitted but must apply to the Dean of the College and be approved by the Admissions Committee.

INDEPENDENT STUDY

To make possible the college ideal of individual development, independent study opportunity, under faculty supervision, is made available in each academic area. Variable credit is permitted with a maximum of six semester hours in one field of study. To guarantee quality, the special approval of the division chair of the area concerned is required.

TUTORIALS

If it should become necessary for a listed course to be taught individually by the tutorial method, a course number will appear in the record followed by a T, as 309T.

TRANSCRIPT OF RECORD

One official transcript of record is furnished by the College free of charge; for each additional transcript there is a fee of \$2.00. Requests for transcripts should be submitted in writing by the student to the Office of Records and Registration and should state the name under which the applicant was registered, her Social Security number, the years of attendance, and the name and address of the institution or office to which the record should be sent.

Wesleyan reserves the right to withhold the transcript of any student who is past due or delinquent on her loan obligation to the College or who owes the College money from previous enrollment.

RELEASE OF RECORDS

Wesleyan College recognizes the privacy rights of students with regard to their educational records, including the right of access to their own records and the right to a hearing to challenge the accuracy of such records. The College will not release personally identifiable data about students from education records without written permission from the student to any individual, agency, or organization other than certain appropriate parties who have a direct responsibility in relation to the student. A full statement of Wesleyan's policy concerning the privacy rights of students is printed annually in the Student Handbook.

DOUBLE MAJOR

The A.B. student who elects to double major will satisfy the general education distribution requirements for the primary department of concentration. The student must complete at least 27 semester hours in the major field of emphasis; not more than 48 semester hours in any one discipline may be offered for graduation. Courses submitted to meet the requirements may or may not include courses in the lower division according to the decision of the department concerned. A student may declare her major any time after the first semester of her freshman year; the decision must be made by the end of her sophomore year. A student must maintain an average of at least C in the major discipline and must take at least one course in the major subject during the senior year. A senior must complete all requirements in her major program that are in effect at the time her declaration of major form is submitted to the Office of Records and Registration.

The student may select, with the assistance of her adviser, elective courses from and Department acceptable toward her degree. Maximum credit in applied music is 9 semester hours for non-music majors.

MINORS

A student may select a minor program of study from the departments offering this option. A minor is not required but is offered for those students who wish to study a second discipline in depth. The student must maintain a C average in the minor and must complete all requirements in her minor program that are in effect at the time her declaration of minor is submitted to the Office of Records and Registration. At least 3 hours of the minor must be completed at Wesleyan.

WESLEYAN JUNIOR SEMINAR

The Wesleyan Junior Seminar (WJS) provides an opportunity for students to explore one engaging academic topic from an interdisciplinary perspective within a small class environment. The objectives of this exploration include, extending such students critical and analytical thinking, speaking, and writing skills upon which all other components of her liberal arts education will build. This course is required of all students at the junior level. For course description see page 168.



MAJORS

The following majors and programs are offered:

Art-	History
Art History	History/Political Science
Studio Art	International Relations
Arts Management	Mathematics
Biology	Music-
Business Administration-	Piano
Accounting Concentration	Voice
Management Concentration	Music Education
Chemistry	Church Music
Communication	Philosophy
Education -	Psychology
Early Childhood	Religion
Middle Grades	Sociology
Secondary	Spanish
English	Theatre
English/Journalism	

Special interdepartmental programs are offered in education, which lead not only to a degree but to teacher certification.

SELF-DESIGNED INTERDISCIPLINARY MAJORS

In addition to the standard disciplinary majors, Wesleyan allows interested students to design their own interdisciplinary majors. An interdisciplinary major should be planned by a student in consultation with a faculty advisor and representatives of the other departments involved. The major should interrelate at least two (2) fields of learning, yet have a central and cohesive theme. It is reserved for students who have a strong interest in interdisciplinary studies and who have demonstrated both initiative and academic excellence. Only those students in good academic standing are eligible to submit a proposal for a self-designed major.

Guidelines for Proposing a Self-Designed Interdisciplinary Major

1. The self-designed interdisciplinary major must include at least 39 semester hours, beyond the general education requirements.
2. If the departments involved have courses in methodology, these must also be included in the major.
3. A minimum of 21 of the 39 hours should be at or above the 300 level, exclusive of the Senior Project, Honors Thesis, or Internship. These 21 hours should include at least three courses from each of the departments involved.
4. The Interdisciplinary proposal should define the exact nature and objectives of the major and explain why it is a more appropriate alternative for the student than existing majors.

Procedures for Submission and Review of the Proposed Interdisciplinary Major

1. The interested student chooses an advisor from one of the disciplines involved.
2. Proposals are reviewed by representatives of all departments involved in the plan of study before submission for final approval by the Curriculum Committee.
3. Proposals, with appropriate signatures, must be submitted for approval to the Curriculum Com-

mittee at least four weeks prior to the end of the fall semester of the junior year. The interested student is, however, encouraged to submit materials by the end of her sophomore year.

4. The Curriculum Committee reviews proposals and makes recommendations as to the validity and viability of each proposal. Changes in the proposed plan of study must be made by the student within two weeks of the initial review. At that time, the Curriculum Committee reviews the final proposal and makes a decision regarding its acceptance.
5. Any unforeseen and/or necessary changes in the proposal can be approved by the faculty advisor, in consultation with the curriculum committee.

The interdisciplinary nature of the major will be indicated on the student's transcript.

DEGREE REQUIREMENTS

1. The students must complete 120 semester hours (or the equivalent) with a cumulative average of C (2.0) or better and an average of 2.0 in the major and 2.0 in the minor if the student elects a minor.
2. The student must complete the number of hours and the designated courses required for the major selected. Specific requirements for each major may be found in the section of this catalogue dealing with the departmental listings.
3. The final 30 hours of course work must be taken at Wesleyan.
4. Students entering the college in the fall of 1991 and after must complete the Wesleyan Plan, the General Education distribution requirements, as follows:

I Organization and Articulation of Thoughts – 6 hours

ENG 101 (3)

One course/3 hours from the following:

MAT 101 (3)

MAT 205 (3)

MAT 206 (3)

MAT 207 (3)

MAT 208 (3)

II Modern Language – 6 hours

Courses must be taken in the same language. The level will be determined by placement. For regulations determining placement see page 19.

FL 101 (3)

FL 102 (3)

FL 211 (3)

FL 212 (3)

Advanced courses (3)

III Great Literature of the World – 6 hours

ENG 102 (3)

One course from the following:

HUM 251 (3)

HUM 252 (3)

IV Historical Interdependence – 6 hours

3 hours must be in HIS 105 and/or HIS 252

HIS 104 (3)
HIS 105 (3)
HIS 251 (3)
HIS 252 (3)

V Modern Science and Technology 8 hours

BIO 120 (4)
PHY 110 (4)*

*Any student may substitute PHY 121 and 122 for PHY 110.

VI Self and Relation to Society – 6 hours

The six hours may not be in the same discipline

PSY 101 (3)
PSY 102 (3)
REL 100 (3)
SOC 101 (3)
SOC 102 (3)

VII Expression in the Arts – 6 hours

The six hours may not be in the same discipline

MUS 135 (3)
MUS 136 (3)
ART 101 (3)
ART 261 (3)
ART 262 (3)
THE 101 (3)
THE 221 (3)
THE 222 (3)

VIII Interdisciplinary Seminar for Juniors – 3 hours

WJS 300 (3)

IX Oral Communication – 3 hours

One 3-hour communication-intensive course. The course may be in any field, including the major field.

Certain majors may require a specific General Education Course. Inquiries should be made to the Department Chair or to the Adviser..

Students enrolled at Wesleyan prior to the fall of 1991 fulfill the general education requirements of the previous curriculum as follows:

1. All students will be required to take ENG 101. In addition, students in early childhood and middle grades teacher certification programs will be required to take MAT 101, HPE 104 and CIS 100.
2. In order to fulfill the General Education distribution requirements the student will select courses from the following six categories.

I Literature (6 hrs)

ENG 201, 202, 211, 212, 251, 252

REL 101, 102

II Language (6 hrs)

COM 101

ML 101, 102, 103, 104, 203, 204

ENG 102

PHI 101

III Fine Arts (6 hrs)

ART 251, 252, 253, 254, 255

MUS 131, 132, 133

THE 101

IV Behavioral Science (6 hrs)

PSY 101, 102

SOC 101, 102

V Social Science (6 hrs)

HIS 101, 102, 251, 252

POL 201

ECO 201

VI Laboratory Science (8 hrs)*

BIO 150, 151

CHM 101, 102

PHY 101, 102, 121, 122

*In order to fulfill the General Education requirements the student must successfully complete two semesters of the same science; i.e., the courses must be taken in sequence.

It may be necessary for substitutions to be made for courses no longer a part of the curriculum. Students are responsible for clearing such substitutions with their advisor and with the Office of Records and Registration. The A.B. student who is not seeking teacher certification will be required to take two courses (6 or 8 hours, as appropriate) from each of the six areas. Only five of the areas, however, will count as general education distribution. The area in which the student's major is found will be counted as major credit, related work, or elective credit, according to the regulations of the academic area involved.

In view of the Georgia certification requirements, the A.B. degree teacher certification programs must be dealt with in a slightly different manner. Accordingly, the student seeking teacher certification must take 6 semester hours from each of the following areas: III, IV, and V; she must take 8 semester hours from area VI; and she must take a total of 6 semester hours from area I and II - 6 from I, 6 from II, or 3 hours from each of these two areas.



THE CURRICULUM

ANTHROPOLOGY

While there is no major offered in Anthropology, courses are offered to enhance other majors, particularly sociology, psychology, philosophy, and religion.

ANTHROPOLOGY (ANT) COURSE DESCRIPTIONS

204: Cultural Anthropology.

Goals: To develop an objective understanding of how society functions and to develop an appreciation of students own culture through a cross-cultural analysis of human societies across the world.

Content: Study of human kind dealing with the systematic description and analysis of cultures—the socially learned traditions—throughout the world. Comparison of cultures providing basis for hypotheses and theories about the causes of human life styles and their extreme variety.

Teaching methods: Lecture, discussion, films, field trips.

Assignments: Exams, short paper, final.

Taught: Given on demand.

Usual size: 10-15

Credit: 3 hours

396, 397: Special Topics in Anthropology.

Goals: To give variety and contemporaneity to the course offerings in sociology and anthropology.

Content: Topics vary and may relate to physical anthropology, medical anthropology, or special areas of cultural anthropology.

Teaching methods: Varies with instructor

Assignments: Varies with instructor

Taught: Given on demand.

Prerequisites: ANT 204 and permission of instructor.

Usual size: 5

Credit: 3 hours

ART

ART HISTORY

The Art History program offers both broad and specialized experiences in the study of the visual arts. An appreciation of the importance of the visual arts within cultures is fundamental to the understanding of the diversity of the humanity and ideas necessary in today's world. The development of analytical skills and personal expression acquired in the study of art history prepares a student for professional and further scholarly pursuits.

The Art History course of study involves lecture/discussion, seminar and studio courses providing the student with the opportunity to develop creativity and analytical skills, thus combining the educational goals of the liberal and fine arts.

A student who completes a major in Art History will acquire the following:

- a. A broad knowledge of major stylistic and aesthetic developments in areas of art history.

- b. A familiarity with the lives of artists and their work.
- c. An understanding of the relationship of art to life and culture.
- d. The language, visual and research skills necessary for critical evaluation and judgement of works of art.

Major Requirements

A major in Art History requires a total of 36 hours of course work from the following:

- 1. ART 101 (Fine Arts General Education requirement) 261, 262, and 405(S).
- 2. Five courses from ART 325, 326, 327, 328, 353, 354, 355, 396, or 397, or 452.
- 3. Three courses from ART 122, 201, 210, 221, 231, 245, 275, or 281.

Students will follow the outlined curriculum. Substitutions may not be made for required courses. In addition, students are required to attend lectures, exhibition openings and workshops provided by the art department as an essential part of the educational experience.

Minor Requirements

A minor in Art History shall consist of a minimum of fifteen (15) hours distributed as follows:

ART 261	3 hours
ART 262	3 hours

The preceding courses can be used either as part of the minor requirement or to fulfill the Fine Arts General Education requirements, but not both.

Three courses from the following:

ART 325	3 hours
ART 326	3 hours
ART 327	3 hours
ART 328	3 hours
ART 353	3 hours
ART 354	3 hours
ART 355	3 hours
ART 399	3 hours

STUDIO ART

The student who studies Art should expect to experience new forms of visual expression and creative thought. The Art program offers a solid foundation in visual media and concepts. The study of aesthetic principles encourages personal artistic and intellectual growth, and provides the student with skills for professional careers.

Major Program

The college offers a program of study leading to the Bachelor of Arts degree with a major in Studio Art. The goals of the program are:

- a. to help the student develop the necessary skills for entry level positions in the fine arts or commercial art disciplines or for advanced study.
- b. to provide the student with a critical awareness and understanding of the art world.
- c. to enable the student to develop an understanding of art history and aesthetics.

Major Requirements

A major in Studio Art requires a total of 48 hours of course work from the following:

1. ART 101 (Fine Arts, General Education requirement, 122, 201, 210, and 408 (S).
2. Three courses from ART 221, 231, 245, 275, and 281.
3. Four courses from ART 301, 321, 335, 336, 341, 375, and 383.
4. ART 261, 262, and one from the following Art History electives; ART 325, 326, 327, 328, 353, 354, 355, 396, or 397.

In addition:

1. Each senior student is required to have an exhibition of her work.
2. Students are required to attend lectures, exhibition openings, and workshops provided by the art department as an essential part of the educational experience.
3. Students are encouraged to become involved in internships.

Students will follow the outlined curriculum. Substitutions may not be made for required courses.

Minor Requirements

A minor in Studio Art shall consist of Art 101* and four of the following courses: ART 122, 201, 210, 221, 231, 245, 275, and 281.

*This course cannot be used to fulfill the Fine Arts General Education requirement.

Postgraduate Opportunities

The program offers a sound foundation for a wide variety of careers in the fine and commercial arts (including artist, teacher, graphic designer, illustrator, photographer) and for further scholarly pursuits.

Resources for Non-Majors

All of the department's course offerings are open to non-majors with the exception of ART 408 (S).

ART (ART) COURSE DESCRIPTIONS

101: Drawing.

Goals: To develop competence and confidence in the ability to draw. To organize perceptions in a logical and analytical manner. To explore a variety of media and paper surfaces.

Content: The elements, materials and aesthetics of drawing.

Teaching methods: Studio practice and critique, lectures and out-of-class assignments.

Assignments: In class projects and 4-5 out of class assignments.

Taught: Fall, Spring

Usual size: 15-20

Credit: 3 hours

122: 3-D Design.

Goals: To enable the student to develop an understanding of three dimensional space, to understand structure, weight, balance of form and aesthetic awareness of the three dimensional form and its relationship to space.

Content: The organizations and divisions of space. The foundation course for sculpture and ceramics.

Teaching methods: Lectures, demonstrations and out of class projects.

Assignments: Lectures, demonstrations, in class projects and out of class projects.

Taught: Spring
Usual size: 8-10
Credit: 3 hours

201: Figure Drawing.

Goals: To give the student a complete understanding of the human form, in terms of drawing accuracy, structure and form.

Content: Basic experiences in drawing the figure, beginning with the understanding of the gesture and progressing through the development of the human form and space.

Teaching methods: Extensive drawing time with the live model, lectures, demonstrations and on going out of class projects.

Assignments: In class drawing from the model, vocabulary and out of class projects.

Taught: Fall

Prerequisite: Art 101

Usual size: 8-10

Credit: 3 hours

210: Visual Communication.

Goals: To explore the methods of visual communications in the visual arts and the mass media. To understand how images are used to inform and persuade. To become comfortable with the materials and elements of the visual language.

Content: The elements and principles of two dimensional design, including the processes of graphic design.

Teaching methods: Studio practice and critique, lectures, out-of-class assignments, and tests.

Assignments: In class projects, 6-8 out of class assignments, tests.

Taught: Spring

Usual size: 10-15

Credit: 3 hours

221: Painting.

Goals: To introduce the painting process and the concept of color and color mixing. To introduce a visual awareness of the painted surface. To incorporate all aspects of visual thought and technique in producing compositions.

Content: Basic painting systems, methods and media with an emphasis on an awareness of disciplined approaches to the painted surface.

Teaching methods: Lectures, demonstrations and out of class projects.

Assignments: A series of painted exercises and projects designed to introduce each new concept to the student, vocabulary, and on going out of class projects.

Taught: Fall

Prerequisite: ART 101, or permission of instructor.

Usual size: 10-12

Credit: 3 hours

231: Ceramics.

Goals: To introduce the student to various methods of construction with clay. To develop safe and proper studio practices. To explore the aesthetic and functional aspects of the medium. To explore the textural and color possibilities of surface.

Content: Understanding clay as an art medium, and its utilization including; handbuilding, throwing glazing experimentation with various forms of clay and firing processes.

Teaching methods: Lectures, demonstrations in class projects and out of class projects.

Assignments: In class and out of class projects.

Taught: Fall

Usual size: 8-10

Credit: 3 hours

245: Figure Sculpture.

Goals: To enable the student to gain an understanding of three dimensional figure structure and to begin to develop an expressive content to the anatomical understanding of the form. To gain a working knowledge of additive and subtractive techniques.

Content: Introduction to the processes of figure sculpture working in wax and plaster from the model, including additive and subtractive techniques and an understanding of anatomy.

Teaching methods: Lectures, demonstrations and out of class projects.

Assignments: Extensive sculpting time with the live model, lectures, demonstrations, vocabulary, and out of class projects.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisite: ART 122, or permission of instructor.

Usual size: 8-10

Credit: 3 hours

261: Art History Survey.

Goals: To acquire a comprehensive view of the developments and characteristics of major art historical time periods. To gain knowledge of the major movements and artists of each time period. To acquire a basic vocabulary pertaining to the study and discussion of art history. To gain an overview of the relationship between art and culture. To develop the ability to describe and analyze exemplary works of art.

Content: Survey of the monuments of art and architecture from the prehistoric period through the Renaissance.

Teaching methods: Lecture discussion with use of slides and visual materials.

Assignments: Regular examinations.

Taught: Fall

Usual size: 30-35

Credit: 3 hours

262: Art History Survey II.

Goals: To acquire a comprehensive view of the developments and characteristics of major art historical time periods. To gain knowledge of the major movements and artists of each time period. To acquire a basic vocabulary pertaining to the study and discussion of art history. To gain an overview of the relationship between art and culture. To develop the ability to describe and analyze exemplary works of art.

Content: Survey of the monuments of art and architecture from the Baroque period through the Present time.

Teaching methods: Lecture discussion with use of slides and visual materials.

Assignments: Regular examinations.

Taught: Spring

Usual size: 30-35

Credit: 3 hours

275: Photography.

Goals: To understand the artistic and journalistic uses of photography, to understand how the camera relates to and differs from the human eye, to learn the basic operations of the camera and enlarger, and to control the contrast and composition in a photograph.

Content: Introduction to black and white photography, paper and film processing darkroom techniques. Special emphasis on photography as fine art.

Teaching methods: Studio practice and critique, lectures, tests, and out-of-class assignments.

Assignments: Exercises in basic perceptions of visual elements, use of the camera, photojournalism and expression through 8-10 out of class projects.

Taught: Spring

Usual size: 15

Credit: 3 hours

281: Printmaking.

Goals: To explore a variety of printmaking methods as expressive drawing media. To understand the differences between reproductions and original prints. To develop personal imagery through various media. To develop basic control of printing processes.

Content: Introduction to printmaking, including relief prints (linoleum), intaglio (etching) and monotype methods.

Teaching methods: Demonstrations, studio practice and critiques, lectures and 4-5 out-of-class assignments.

Assignments: Introductions to each of the print media both in and out of class.

Taught: Fall

Usual size: 6-8

Credit: 3 hours

301: Advanced Drawing.

Goals: To enable the students to develop discipline in technique and personal imagery through drawing. To be able to work conceptually and by direct observations.

Content: Advanced projects in drawing with an emphasis on exploration of media and visual content.

Teaching methods: Lectures, demonstrations, brainstorming, and out of class projects.

Assignments: A series of drawing exercises and projects designed to introduce each new concept to the student, vocabulary, and on going out of class projects.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisite: ART 201 or permission of instructor.

Usual size: 8-10

Credit: 4 hours

321: Advanced Painting.

Goals: To enable students to develop technique and personal content through the painting process. To become familiar with a variety of painting media.

Content: An exploration of various painting systems, color systems, color mixture, methods and media with an emphasis on an awareness of disciplined approaches to the painted surface.

Teaching methods: Lectures, demonstrations and out of class projects.

Assignments: A series of painting projects designed to expand the students' expressive potential through both media and content.

Taught: Spring

Prerequisite: ART 221 or permission of instructor.

Usual size: 10-12

Credit: 4 hours

325: Greek and Roman Art.

Goals: To acquire a knowledge of the artists, monuments and works of art of the civilizations of Greece and Rome. To gain an understanding of the patterns of stylistic development, of the historical and cultural significance of major monuments and to acquire the ability to discuss and analyze works of architecture, statuary, relief sculpture, vase painting, mosaic, metal work and wall painting from both periods.

Content: Study of art and architecture from the rise of Greek civilization to the fall of the Roman Empire.

Teaching methods: Lecture discussion with use of slides and visual materials.

Assignments: Papers and analyses, regular examinations.

Taught: Spring. Alternate years. Given in 1991-1992.

Usual size: 15-20

Credit: 3 hours

326: Art of the Middle Ages.

Goals: To acquire an understanding of the characteristics of the art historical styles of the period between the fall of the Roman Empire and the emergence of the Renaissance. To gain the ability to recognize and trace the influence of the classical tradition and the break with that tradition. To gain a knowledge of the role of the church and liturgy in the development of religious monuments and decoration.

Content: Study of art and architecture from the rise of the Early Christian and Byzantine, through the Early Medieval, Romanesque and Gothic periods.

Teaching methods: Slide and lecture/discussion.

Assignments: Papers and analyses, examinations.

Taught: Fall. Alternate years. Given in 1992-1993.

Usual size: 15-20

Credit: 3 hours

327: Renaissance Art.

Goals: To acquire an understanding of the aims and achievements of the Italian Renaissance and the relationship to contemporary developments beyond the Alps. To gain the visual memory and analytical skill to distinguish individual artists' styles and to place works within a span of a particular artist's development. To acquire the ability to recognize and describe medieval and antique sources and influences in Renaissance art.

Content: Study of art and architecture in the Italian and Northern Renaissance.

Teaching methods: Slide and lecture/discussion.

Assignments: Papers and analyses, examinations.

Taught: Spring. Alternate years. Given in 1992-1993.

Usual size: 15-20

Credit: 3 hours

328: Baroque and Rococo Art.

Goals: To acquire an understanding of the similarities and differences among the major styles of the period from the end of the Renaissance to the beginning of the Nineteenth Century: Baroque, Classicism, Realism and Rococo. To gain an understanding of the ways in which the various Baroque styles reflected or rejected the aims and achievements of the Italian Renaissance. To acquire a knowledge of the careers of the major artists of the period, as they exemplify the developments and cross-currents of the major styles. To gain an understanding of the effects of a new class of art patron on the development of subjects and styles.

Content: Study of art and architecture of the Baroque in Italy, the Netherlands, Spain, France, England and America

Teaching methods: Slide and lecture/discussion.

Assignments: Papers and analyses, examinations.

Taught: Fall. Alternate years. Given in 1992-1993.

Usual size: 15-20

Credits: 3 hours

335: Figure Anatomy.

Goals: To give the student an understanding of the human anatomy in relationship to drawing the figure, to develop an awareness and aesthetic sensitivity to both the anatomy structure and the creative possibilities of drawing the human form.

Content: Advanced figure drawing incorporating human anatomy and figure structure.

Teaching methods: Extensive drawing time with the live model, lectures, demonstrations and out of class projects.

Assignments: In class drawing from the model, vocabulary and out of class projects.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisite: ART 201 or permission of instructor.

Usual size: 8-10

Credit: 4 hours

336: Graphic Design.

Goals: To introduce the student to the methods of commercial art; including printing processes, design stages, working with type, tools and techniques. To understand the persuasive and informative power of images including the ethical responsibilities of the designer.

Content: Concentrated projects in the field of graphic design or commercial art. Topics include typography, layout, paste-up and methods of reproduction.

Teaching methods: Studio practice and critique, lectures and out-of-class assignments

Assignments: In class projects and 4-5 out of class assignments.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisite: ART 210

Usual size: 8-10

Credit: 4 hours

341: Advanced Sculpture.

Goals: To introduce the student to various media including working with wood, metal and plaster. To develop safe and proper studio procedures

Content: Advanced experiences in sculpture

Teaching methods: Studio practice and critique, lectures and out-of-class assignments

Assignments: In class projects and 4-5 out of class assignments.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisite: ART 245 or permission of instructor.

Usual size: 5-10

Credit: 4 hours

353: Nineteenth Century Art.

Goals: To acquire an understanding of the aims and characteristics of the major stylistic trends of the Nineteenth Century: Neo-classicism, Romanticism, Realism, Impressionism and Post-impressionism. To gain a knowledge of the lives, works of art and writings of the artists of the period and of the development of individual style. To acquire an understanding of the development of various aspects of Nineteenth Century art as essential to the development of new ideas and styles in the early Twentieth Century.

Content: Study of European and American art and architecture in the nineteenth century.

Teaching methods: Slide and lecture/discussion.

Assignments: Papers and analyses, examinations.

Taught: Fall. Alternate years. Given in 1991-1992.

Usual size: 15-20

Credit: 3 hours

354: Twentieth Century Art.

Goals: To acquire an in-depth understanding of the art of our own time from the beginning of the century to the present, of the tension between traditional and non-traditional forms and the breakthrough to non-objectivity. To gain a knowledge of the primary movements and the major proponents of each movement. To acquire a familiarity with various philosophies and ideologies of art and aesthetics. To acquire the ability to formally analyze and discuss specific works and their relationship to the development of the artist and to broader movements.

Content: Study of European and American art and architecture in the twentieth century.

Teaching methods: Slide and lecture/discussion.

Assignments: Papers and analysis, examinations.

Taught: Spring. Alternate years. Given in 1991-1992.

Usual size: 20-25

Credit: 3 hours

355: The Art of World Cultures.

Goals: To provide a format for the discussion and analysis of the art of non-western cultures apart from the general

survey. To learn to draw parallels to western culture.

Content: A survey of Near Eastern, Far Eastern, African, North American Indian, and Pre-Columbian art and architecture.

Teaching methods: Slide and lecture/discussion followed by testing.

Assignments: Papers and analysis, examinations.

Taught: Given on demand.

Usual size: 15-20

Credit: 3 hours

361: Elementary School Arts and Crafts.

Goals: To understand the importance of creativity as a part of the educational process. To prepare teachers to develop the creative potential of their future students through a series of media related projects. To provide a fundamental knowledge of methods and media in the creative arts.

Content: Methods, materials and curriculum of elementary school art to give the elementary education student an understanding of the various uses of art in the classroom.

Teaching methods: Studio practice and critique, lectures and out of class assignments.

Assignments: Projects, examinations.

Taught: Fall. Alternate years. Given in 1992-1993.

Usual size: 10-15

Credit: 3 hours

375: Advanced Photography.

Goals: To develop a personal expression in the medium of photography. To explore a variety of film and paper surfaces. To establish an historical perspective of photography and its uses.

Content: Advanced projects in black and white photography, including creative darkroom processes, exploration of media and an historical perspective of the medium.

Teaching methods: Studio practice and critique, lectures.

Assignments: In and out of class projects, 6-8 per semester.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisite: ART 275

Usual size: 8-10

Credit: 4 hours

383: Advanced Printmaking.

Goals: To explore a variety of approaches to the various print media. To explore the possibilities of color through multiple printings. To explore the possibilities of combining print media.

Content: Advanced studies in monotype, relief printing (linoleum, woodcut), and intaglio (etching). Emphasis on exploring multiple color methods.

Teaching methods: Studio practice and critique, lectures.

Assignments: In and out of class projects, 4-6 per semester.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisite: ART 281

Usual size: 10-15

Credit: 4 hours

396, 397: Special Topics in Art.

Goals: To offer the student opportunities to pursue fields of study outside of traditionally offered courses.

Content: An in-depth examination of a special area of art. Topics offered vary from time to time. A student may take no more than two special topics courses.

Teaching methods: Studio practice and critique, lectures and out-of-class assignments.

Assignments: Varies

Taught: Given on demand.

Prerequisite: Depends on course content.

Usual size: 6-8

Credit: 3, 3 hours

405 (S): Senior Art History Seminar

Goals: Concentration on art historical issues on an individual basis.

Content: Focus on art historical issues of particular interest to the individual and the group.

Teaching methods: Lecture/ Discussion

Assignments: Emphasis on the development of a paper and oral presentation.

Taught: Spring

Prerequisite: Completion of all courses through the junior level

Usual size: 6-10

Credit: 3 hours

408 (S): Senior Studio Seminar.

Goals: To enable the student to complete her AB degree senior art exhibition and to develop the skills and knowledge of discussing and analyzing works of art through the writing component.

Content: Seminar for the A.B. degree candidate in the visual arts. Emphasis will be on the development of the students' senior art exhibition with a writing component.

Teaching methods: Seminars, Lectures, readings and films.

Assignments: Completing of the A.B. degree art exhibit and a writing component.

Taught: Spring

Prerequisites: Senior standing, candidate for AB degree.

Usual Size: 3-6

Credit: 2 hours

451: Directed Independent Study:

Goals: To allow the student to explore a field of study not covered in the regular course structure. To allow a concentrated course of study for the serious and independent student.

Content: Independent work in any of the specialized art history or studio art areas.

Teaching methods: Varies

Assignments: Varies

Taught: Given on demand.

Prerequisite: Permission of instructor and Department Chairman.

Usual size: 1

Credit: 1-6 hours

452: Field Studies in Art.

Goals: To offer the student the opportunity to explore real-life training with local businesses

Content: Student initiated field studies in any of the specialized art history or art areas.

Teaching methods: On the job training, supervision.

Assignments: Varies

Taught: Given on demand.

Prerequisite: Permission of the faculty sponsor and art faculty.

Usual size: 1

Credit: 1-9 hours

499: Honors.

ARTS MANAGEMENT

The Arts Management program is an interdisciplinary study which combines a major in business administration with a major or an elective concentration in one of the fields of the arts-art, music, or theatre.

Prospective students should be aware that the program is demanding of effort and time. It requires careful schedule planning to meet all degree requirements, and completion of the program may require more than the traditional four years of college work.

MAJOR REQUIREMENTS

Art

The Arts Management program in art requires a total of 48 hours in major core business courses plus the following 47 hours in art:

1. Art 101, 261, 262 (one of these will also satisfy part of the Fine Arts general education requirement)
2. Art 122, 201, 210, 221, 231, 245, 275, 281, 303, 311, 408S
3. A minimum of six hours of Art electives.
4. One of the 300 level or above courses will also satisfy the Area VI requirement for the business major.

Music

The program in Music requires that both the major in music and in business be completed. Requirements for these majors may be found on page 24. Because this is a double major, the requirements for the major in business will be reduced to 48 hours by the elimination of the requirement for BUS 202. Also the student usually will choose to satisfy the Area VI requirement in the business major with a course that also satisfies requirements for the music major.

Theatre

The program in theatre requires that both the major in theatre and business be completed. Because this is a double major, the requirements for the major in business will be reduced to 48 hours by the elimination of the requirement for BUS 202. The Area VI requirement may be satisfied with a course required for the theatre major. Description of the business and theatre majors may be found on pages 46 and 164.

Post Graduate Opportunities

The program is recommended for students who are interested in professional careers or volunteer work that may include management of community art organizations, theatres, opera companies, symphonies, and museums. The program may also be of interest to students who plan to pursue professional careers as independent performers or artists.



BIOLOGY

Biological science began with primitive naturalists and has evolved into the exploding disciplines of molecular biology and cell technology. The biology program challenges students to explore vigorously those areas of biological science which command their interest, to develop scientific approaches to tasks and problems, and to prepare for success in technical careers, for professional health science schools, for teaching science, and for graduate study in the subdisciplines of biology. Students enjoy maximum latitude in which to tailor their major to satisfy their own professional goals. Wesleyan biology students have an excellent record in acceptance and performance in professional schools.

The Common First Year

The biology program is designed to provide the flexibility needed to accommodate the diversity of student needs. However, the science faculty believe that highly specialized study should not be premature. Therefore, a Common First Year sequence has been established for all students who will major in a science or who are considering a preprofessional health sciences course of study. The Common First Year allows students an unrestricted year in which to test, at the college level, their aptitude and interest in both biology and chemistry, and thus provides a sound basis for choice of any major. It is possible, with careful planning, to delay the Common First Year until the sophomore year without delaying graduation in either chemistry or biology.

The Common First Year course distribution is as follows:

Fall Semester

BIO 120 Cellular Dynamics
CHM 101 General Chemistry I
English 101
general education elective

Spring Semester

ENG 102
CHM 102 General Chemistry II
MAT 101 College Algebra and
Trigonometry
general education elective
selected biology elective

Students who are ready to begin Calculus I MAT 205 may do so in the fall semester, postponing the general education elective.

Major Program

At the close of the first year, students should outline with their advisers the selection of courses which affords greatest intellectual challenge. Courses, internships, and research are components of the program, and academic credit can be earned for each. Aspirants for medical, dental, and allied health sciences schools must satisfy those specific entrance requirements. Students interested in science education must include specific courses for certification when charting their course of study. In many cases, very few additional courses will be needed to complete a double major.

Modern biology requires the substance and methodology of chemistry, mathematics, and physical science. Introductory sequences from these areas are therefore necessary for competence. All science majors share an upper level course in communication, interpretation, and evaluation in science.

Major Requirements

A major in biology requires a total of 54 semester hours. BIO 120 and 421 (eight semester hours credit) are required of all biology majors. Students must select additional courses totaling at least twenty-three hours of credit from BIO 215, 232, 240, 242, 340, 341, 342, 352, 360, 416, and 417, for a total of thirty-one credits in biology. CHM 101, 102, 221, and 222 are required. Mat 101 is required, but courses in calculus may be substituted. PHY 110 is also required, but courses in physics may be substituted. Students are en-

couraged to include additional courses, including BIO 398, 399, 451, 452, 461, and 462.

Minor Requirements

A biology minor consists of any five biology courses excluding biology 120, a general education course. Three of these five courses must include a laboratory. Courses will be selected in consultation with the student's academic advisor and a member of the biology faculty.

Resources for Non-Majors

Cellular Dynamics is designed for all Wesleyan students and provides the background necessary for many other biology courses. All students are welcome to choose courses of interest or courses which will enhance their course of study.

Undergraduate Research Opportunities

Independent laboratory research is a highly desirable component of the curriculum for biology majors. Faculty members welcome the opportunity to support and direct the research efforts of students enrolled in BIO 451, 452, 461, and 462.

BIOLOGY (BIO) COURSE DESCRIPTIONS

120: Cellular Dynamics.

Goals: To encounter the grand array of strategies a living cell uses to cope with the problems of survival. To relate structure and function at all levels of cellular organization. To experience scientific discovery in the laboratory.

Content: Definition of cell structures and regulation of activities by membranes, derivation of energy from the environment, mechanisms of biosynthesis for growth and repair, transmission of genetic information, and strategies of cell recognition. Assumes some background in fundamental chemistry; therefore, concurrent or previous enrollment in CHM 101, or previous completion of PHY 110, or completion of adequate high school chemistry strongly recommended.

Teaching methods: Lecture, laboratory, discussions, video presentations, analysis of articles in popular scientific literature.

Assignments: Quizzes, midterm and final; reports or papers.

Taught: Fall, Spring

Prerequisite: Some background in chemistry strongly recommended.

Usual size: 40-50 in lecture sections; 25 in laboratory sections.

Credit: 4 hours

215: Human Anatomy.

Goals: To survey the anatomical structure of the human body and its major systems. To relate structure to the function of anatomical entities.

Content: An introduction to the structure and function of the major anatomical systems, including musculoskeletal, circulatory, digestive, respiratory, reproductive, nervous, and excretory systems in humans.

Teaching methods: Lecture, laboratory, discussions, models, films.

Assignments: Quizzes, midterm and final.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisite: BIO 120

Usual size: 10-15

Credit: 3 hours

220: Cell Biology.

Goals: To survey modern cell biology and the molecular composition of living systems.

Content: Structure and function of cells including fundamental metabolic processes, regulation, reproduction, transport, and origin of cells.

Teaching methods: Lecture, laboratory, discussions, video presentations, field trips.
Assignments: Quizzes, midterm and final; laboratory assessments; reports or papers.
Taught: Fall 1991 for the last time
Prerequisites: BIO 151, CHM 101 recommended.
Usual size: 40-50 in lecture sections; 25 in laboratory sections.
Credit: 4 hours

232: Evolution of Animal Diversity.

Goals: To examine the evolutionary basis of phylogenetics in the animal kingdom. To detail the characteristics of the major zoological phyla. To recognize structural and morphological features of representative animals.
Content: The principles of evolution, the relationships among the major zoological phyla, and a detailed examination of structures and life cycles of representatives from each major phylum.
Teaching methods: Lecture, laboratory, discussions, video presentations, field trips.
Assignments: Quizzes, midterm and final; laboratory assessments; reports or papers.
Taught: Spring. Alternate years. Given in 1991-1992.
Prerequisite: BIO 120
Usual size: 25
Credit: 4 hours

240: Genetics and Molecular Biology.

Goals: To illustrate application of classical genetic concepts to prediction of various patterns of heredity. To examine the basic concepts of molecular biology. To survey modern techniques used in genetic engineering and genome mapping.
Content: Mendelian genetics; chromosome mapping; modern molecular genetics, including mechanisms of replication, transcription, and translation, techniques of genetic engineering, identification of specific gene deficiencies in inherited diseases, and applications of DNA sequencing and amplification to biology, medicine, and forensics.
Teaching methods: Lecture, laboratory, discussions, computer simulations, take-home problems.
Assignments: Quizzes, midterm and final; reports or papers.
Taught: Spring. Alternate years. Given in 1992-1993.
Prerequisite: BIO 120
Usual size: 15
Credit: 4 hours

242: Plant Biology.

Goals: To present major aspects of plant biology. To appreciate the complexity of plant morphology. To recognize the importance of plants as a basis for all food chains. To introduce basic laboratory and field techniques used in botany.
Content: Introduction to structure, function, and phylogeny of plants. Life cycles of representative plants.
Teaching methods: Lecture, laboratory, discussions, field trips.
Assignments: Four examinations and a comprehensive final; one paper.
Taught: Fall. Alternate years. Given in 1992-1993.
Prerequisite: BIO 120
Usual size: 20
Credit: 4 hours

340: Physiology.

Goals: To examine the mechanisms involved in homeostasis, osmoregulation, and functions of specialized cells in adaptive response to their environment. To formulate experimental approaches to elucidate physiological principles and to identify critical variables.
Content: A detailed consideration of the respiratory, circulatory, nervous, musculoskeletal, excretory, digestive, and endocrine systems. Mammalian, particularly human, physiology emphasized.

Teaching methods: Lecture, laboratory, discussions, experimental design, modeling of physiological systems.

Assignments: Quizzes, midterm and final; reports or papers; take home problems.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisite: BIO 120

Usual size: 15

Credit: 4 hours

341: Developmental Biology.

Goals: To present the sequence and complexity of embryological development in organisms. To detail the manner in which the developing embryo retraces the development of its species.

Content: A study of the early development of form and functions as it occurs in individual organisms. Special emphasis on utilization of genetic information, growth, differentiation, and morphogenesis.

Teaching methods: Lecture, laboratory, discussions.

Assignments: Quizzes, midterm and final; reports or papers.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisite: BIO 120

Usual size: 20

Credit: 4 hours

342: Analysis of Vertebrate Structure.

Goals: To develop an understanding of vertebrate adaptations to terrestrial life, their origins, and the forces which existed in the shaping.

Content: An anatomical comparison of chordates, with emphasis on functional morphology, ecological adaptations, natural history, evolution and behavior.

Teaching methods: Lecture, laboratory, discussions, field trips.

Assignments: Quizzes, midterm and final; reports or papers.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisite: BIO 120

Usual size: 20

Credit: 4 hours

352: Microbiology.

Goals: To survey the morphology, classification, metabolic activity, and ecology of microorganisms. To practice sterile technique and procedures for identification and culturing microorganisms.

Content: An introduction to the structure, physiology, and reproduction of bacteria, viruses, and fungi; disease effects and control of pathogenic microorganisms; principles of immunology.

Teaching methods: Lecture, laboratory, slide presentations, discussions, experimental design.

Assignments: Quizzes, midterm and final; reports or papers.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisite: BIO 120

Usual size: 15

Credit: 4 hours

360: Ecology and Biosystems

Content: Studies of communities, populations, and individuals in relation to their environment. Energy relationships and interactions within ecosystems.

Teaching methods: Lecture, laboratory, discussions.

Assignments: Four examinations and a comprehensive final; laboratory reports.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisite: BIO 120

Usual size: 20

Credit: 4 hours

396, 397: Special Topics in Modern Biology.

Goals: To provide an opportunity to explore a topic not normally offered in the biology curriculum. To update students about new developments in biology.

Content: An in-depth examination of a special area of biology. The topics covered will vary from time to time, and a student may take no more than two such special topics courses. Representative special topics include: biogeography, immunology, limnology, human sexuality, biosemantics, sociobiology, endocrinology, and others.

Teaching methods: Lecture, laboratory, discussions.

Assignments: Quizzes, midterm and final; reports or papers.

Taught: Given on demand.

Prerequisite: BIO 120

Usual size: 10

Credit: 3 hours

416: Survey of Biochemistry.

Goals: To survey the structure, function, and metabolism of basic biochemical constituents. To interrelate the pathways of metabolism in order to produce a holistic view of an organism's biochemical activities. To practice standard biochemical laboratory techniques.

Content: Protein structure, enzyme mechanisms, bioenergetics, and metabolic pathways for synthesizing and degrading carbohydrates, lipids, amino acids, and nucleotides. May be taken for credit without BIO 417.

Teaching methods: Lecture, laboratory, discussions, experimental design.

Assignments: Quizzes, midterm and final; reports or papers.

Taught: Spring. Alternate years. Given in 1992-1993

Prerequisites: BIO 120, CHM 222 co- or prerequisite.

Usual size: 15

Credit: 4 hours

417: Selected Topics in Biochemistry.

Goals: To explore in depth specific circumscribed areas of biochemistry and molecular biology of current interest. To gain experience with some modern research techniques in biochemistry.

Content: Selected areas in biochemistry and molecular biology, including metabolic regulation, synthesis of specific proteins, mechanisms of hormone action, metabolic diseases, and ion channels and transport systems.

Teaching methods: Lecture, laboratory, discussions, computer simulation.

Assignments: Midterm and final; reports, independent research project,

Taught: Given on demand.

Prerequisite: BIO 416

Usual size: 15

Credit: 4 hours

421: Communication, Interpretation, and Evaluation in Science.

Goals: To acquire the skills used by scientists in written, verbal, visual, and electronic communication. To develop a mature ability to interpret and evaluate scientific data and reports.

Content: The elements of style and documentation used in scientific journals, particular techniques of verbal scientific presentation, as well as methods of preparation and use of a wide variety of visual materials. Library and electronic search techniques. Analysis of data, critical evaluation of published reports, and judgement of reliability of experimental results. Formulation of unified interpretations of information obtained from a variety of sources.

Teaching methods: Lecture, two laboratories weekly, discussions.

Assignments: Retrieval and assembly of information; oral presentations and preparation of poster session; analysis of data, critical evaluation of technical papers, writing a scientific research article; examination on standard scientific documentation, style, and literature, presentation and defence of interpretations under critical examination by peers

and faculty.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisite: junior or senior standing.

Usual size: 20

Credit: 4 hours

451: Directed Independent Study.

Goals: To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking. To solve real problems in a scientific manner. To provide an opportunity to conduct independent laboratory work and to learn new techniques.

Content: Directed independent work of a critical or analytical nature. Careful faculty supervision, qualified students encouraged to develop originality of thought and thoroughness of method. Some emphasis on research methods.

Teaching methods: Individual or group conferences, supervised laboratory, and library research.

Assignments: Presentation, reports or papers.

Taught: Given on demand.

Prerequisite: Approval of division chair.

Usual size: 1-2

Credit: 1-6 hours

452: Field Studies in Biology.

Goals: To enable a student to experience a potential career option. To acquire specific knowledge in the area of the internship.

Content: An opportunity whereby a student may obtain credit in biology for experience gained in a biology-related summer internship or activity, or in a regular term internship. The student submits a brief plan including objectives, anticipated activities, a list of readings, and the nature of reports to be submitted to the sponsor.

Teaching methods: Participation in field activity.

Assignments: Presentation, reports or papers.

Taught: Given on demand.

Prerequisites: Adequate background; permission of adviser, division chair, faculty sponsor, and Director of the Internship Program.

Usual size: 1-2

Credit: 1-9 hours

461, 462: Honors.

BUSINESS AND ECONOMICS

BUSINESS

The Department of Business and Economics offers several programs that provide special opportunities for students who are interested in careers in business and related fields. The programs in business benefit from generous endowments by the estate and family of the late D. Abbott Turner who was a prominent leader in business and civic affairs in Georgia and a trustee of Wesleyan. These endowments provide Wesleyan students with instruction, equipment, and special activities that add an important dimension to the educational process. The D. Abbott Turner Program in Business Management includes two curriculum alternatives: the A.B. degree in Business Administration and the non-degree Business Management Certificate. In addition, accounting concentration is available to students who wish to prepare for the C.P.A. examination. The department also houses the D. Abbott Turner Center for the Advancement of Women in Business. The activities of the Center include sponsorship of lectures, conferences, seminars, and research projects which promote entrepreneurship and business career opportunities for women. These activities provide students with the opportunity to discuss significant issues and experiences with successful women from the business community. The Center also provides a means of encouraging and assisting Wesleyan graduates as they progress in their careers.

The D. Abbott Turner Chair of Free Enterprise provides Wesleyan students with instruction in business and related fields by a scholar who is active in research and publication in the field. In addition to regular courses, the chairholder organizes topical special lectures, directs studies and research projects in which students may participate.

Major requirements

The Bachelor of Arts degree in Business Administration is a unique combination of study in management, the humanities, and the social sciences. It requires that the student complete 51 hours of course work in specified areas of essential business topics and advanced liberal arts subjects. The student majoring in business may use additional elective hours to design a concentrated area of study beyond the minimum major requirements in business management, marketing, economics, accounting, or in a non-business field. Completion of a second major in another field is encouraged.

The curriculum for the Business Administration program has been developed as an interdisciplinary program to provide the student with a combination of technical knowledge relevant to business careers and liberal studies that will encourage critical thinking and continued learning throughout life.

It is expected that many students will choose double majors. To encourage the pursuit of double majors, the curriculum allows a business area course waiver (a three-hour reduction in requirements in Area III). While not required, students are strongly encouraged to take CIS 100.

Nine goals for the required courses have been identified:

- I. understanding the fundamental concepts of business;
- II. understanding the economic and financial dimensions of business management and the use of computer in decision making;
- III. understanding the collection, organization, and analysis of business management;
- IV. understanding the historical and political context of business management;
- V. developing an awareness of the dimensions of human behavior as individuals and as in organizations;
- VI. developing an appreciation of the arts and literature and their impact on the business environment;
- VII. understanding the issues in philosophy and values which influence the business environment;
- VIII. developing knowledge in one advanced area of business studies;

IX. integrating knowledge previously gained and developing experience in application of knowledge, research and critical thinking.

The requirements for the Business Administration major and the goal that each fulfills are as follows:

I.	BUS 200	(3)
	BUS 303	(3)
	BUS 315	(3)
II.	ECO 101	(3)
	ECO 102	(3)
	ECO 205	(3)
III.	BUS 201	(3)
	BUS 202*	(3)
	ECO 120	(3)
	MAT 205	(3)
IV.	Choose one course from:	
	HIS 312	(3)
	POL 304	(3)
	POL 311	(3)
	HIS 315	(3)
V.	Choose one course from:	
	PSY 303	(3)
	SOC 309	(3)
	SOC 354	(3)
VI.	One course (300 level or above) from English, Literature, or Fine Arts.	
VII.	Choose one course from:	
	PHI 223	(3)
	PHI 224	(3)
	REL 310	(3)
VIII.	Choose one course from:	
	ECO 301	(3)
	BUS 323	(3)
	BUS 310	(3)
IX.	Choose one course from:	
	BUS 488	(3)
	BUS 452	(3)

*A student who completes the requirements for a major in a second discipline may choose to waive this course and the required hours for the business major will be reduced by three in that case.

Minor Requirements

A minor in Business consists of a minimum of eighteen (18) hours distributed as follows:

ECO 101 or 102	3 hours
ECO 205	3 hours
BUS 200	3 hours
BUS 201	3 hours
Two additional Business or Economics courses at the 300 level or above	6 hours

Certificate Program in Business Management

The Certificate Program in Business Management is intended to provide the student whose major is in a traditional liberal arts discipline with basic course preparation for entry level employment and management training programs in most businesses or for admission to graduate Master of Business Administration programs.* This certificate is available to all students regardless of major. The Certificate in Business Management will be awarded upon completion of the requirements for a Baccalaureate Degree. The Certificate Program in Business Management will not serve in lieu of a traditional major and may not be taken by the Business major. The certificate program is also available to non-degree-seeking students. The certificate requires completion of the following prescribed 24 hours of courses with a grade of C or better in each and a grade point average of 2.5 or better in the whole 24-hour sequence. No course in the certificate sequence may be taken credit/no credit. A maximum of six hours of transfer credit may be applied towards the requirements.

BUS 200	Introduction to Business Institutions and Concepts	(3 hours)
BUS 201	Principles of Financial Accounting	(3 hours)
BUS 303	Principles of Marketing	(3 hours)
BUS 310	Business Law	(3 hours)
BUS 315	Principles of Management	(3 hours)
ECO 101	Principles of Microeconomics	(3 hours)
ECO 102	Principles of Macroeconomics	(3 hours)
ECO 205	Principles of Finance	(3 hours)

*Students planning to apply for admission to graduate management programs should take three hours of statistics and three hours of calculus in addition to the courses satisfying the requirements for the Certificate in Business Management.

Accounting

The Area of Business and Economics offers all of the courses required as preparation for the Georgia Certified Public Accountancy (CPA) Examination. Students preparing for the CPA Examination typically major in business administration, but completion of a major in another field could be combined with the accounting preparation sequence. Completion of the following courses is required as preparation for the CPA Examination: BUS 201, 202, 310, 321, 322, 323, 324, 325, 326, and 327.

Internships

A three-hour internship is required of all business majors for graduation, but many students desire to do more. The internship opportunities for business majors are virtually endless, and students quickly realize the benefits of being exposed to and working in their possible field of interest. It is not uncommon for an internship to lead to a job offer.

Some of the sponsors who welcome Wesleyan interns in business include Merrill-Lynch; Southern Bell; Citizens and Southern National Bank; Trust Company Bank; Georgia Power; United Way; McNair, McLe-more, Middlebrooks Accounting; Howard Moore and McDuffie Accounting; Midsummer Macon; Charter Medical and Charter Northside Hospital.

Postgraduate Opportunities

The business degree prepares students for a profession and a career and also provides for immediate employment. Consequently, although some graduates pursue a Master of Business Administration or other graduate degrees, most enter the work force immediately following graduation. Recent graduates are working for Arthur Anderson; Ernst & Young in Greenville, SC; Grant Thornton in Atlanta; Dow Chemical; Charter Medical; the Department of Revenue; City Bank in Bombay, India; and for many other businesses, industries, and nonprofit organizations.

Resources for non-majors

For those students who are not interested in majoring in business, there are many alternatives that allow students to gain knowledge in this area. The Business Certificate enhances a student's liberal arts education and prepares a student for an entry-level or managerial position. Additionally, students may enroll in BUS 200, BUS 201, BUS 303, BUS 315, ECO 101, and ECO 102 to expand their knowledge in the field of business. Students may also take BUS 324 to acquire tax form preparation skills.

BUSINESS (BUS) COURSE DESCRIPTIONS

200: Introduction to Business.

Goals: To introduce the common body of knowledge of institutions and terminology needed prior to advanced study in the field of business.

Content: Survey of topics in economics, management, marketing, advertising, finance, accounting, ethics, law and international trade.

Teaching methods: Lecture and class discussion, using textbooks and current business publications and broadcasts as source material.

Assignments: Examinations, case study analyses, stock market project, and international trade game on computer.

Taught: Fall, Spring

Usual size: 20-25

Credit: 3 hours

201: Principles of Financial Accounting.

Goals: To give the student an appreciation and understanding of recording and accounting for business transactions.

Content: An introduction to the fundamentals, practices, and procedures of financial accounting. Covers the basic financial accounting concepts, the accounting cycle, and financial statement preparation. Stress on financial statement preparation.

Teaching methods: Discussion and lecture, using textbooks and workbooks, along with current periodicals in the field.

Assignments: Examinations (problems, multiple choice, short answer, essay), homework checks, quizzes, computer assignments, and in-class participation.

Taught: Fall

Prerequisite: BUS 200 or permission of the instructor.

Usual size: 20-25

Credit: 3 hours

202: Principles of Managerial Accounting.

Goals: To give the student a basic working knowledge of the underlying principles of managerial accounting.

Content: Study of process costing, product costing, and various methods of analysis for decision making such as cost-volume-profit analysis. Also, study of various quantitative methods useful to management in controlling inventory, estimation costs, and coping with uncertainty. Focus on accounting reports used by management.

Teaching methods: Discussion and lecture, accompanied by text readings and a practice case, with an emphasis on in-class participation.

Assignments: Chapter examinations (multiple choice questions and problems), a final examination, homework, and in-class participation.

Taught: Spring

Prerequisite: BUS 201

Usual size: 15-20

Credit: 3 hours

303: Principles of Marketing.

Goals: To understand the basic marketing functions: product policy, pricing, advertising, selling, distribution, and marketing research and to apply them to practical marketing problems.

Content: The examination of the "4 P's" of marketing - product, price, promotion, and place.

Teaching methods: Lecture, class discussion, small group discussion, case studies, current affairs presentations, films, and experiential exercises. Seminars, guest speakers, and field-trips required.

Assignments: Examinations (true-false, multiple choice, discussion), readings, current affairs presentations, computer decision-making exercises, company research report, case studies, and discussion questions as homework.

Taught: Fall

Prerequisite: BUS 200 or permission of the instructor.

Usual size: 20-25

Credit: 3 hours

306: Advertising Strategy.

Goals: To investigate the underlying ideas, principles and concepts used by management of a business to inform consumers of the availability of and attributes of products and services.

Content: Study of advertising background and theory, with an emphasis on different types of advertising media available. Practical application of these concepts by creating advertising cases.

Teaching methods: Discussion and lecture, supplemented by use of current periodicals in the advertising field as additional resources. Required attendance at guest speakers and field trips.

Assignments: Examinations (true-false, multiple choice, discussion), portfolio project, textbook readings and discussions, and students should bring in advertisements for class critique.

Taught: Spring. Given on demand.

Prerequisites: BUS 301, BUS 303, BUS 315 or permission of the instructor.

Usual size: 10-15

Credit: 3 hours

310: Business Law.

Goals: To examine comprehensively the role of law and legal practice in the American business environment.

Content: Exploration of the differences between private and public law and also the differences between substantive and procedural law with an emphasis on understanding the linkages between different areas of business law. Specific attention to such areas as classifications of legal subjects, the court system, dispute resolution, private law principles, public law, individual rights, business entities, and protection of society.

Teaching methods: Discussion and lecture, accompanied by text readings.

Assignments: A brief paper, oral presentation on an assigned research topic, mid-term and final examinations, quizzes, and in-class participation.

Taught: Spring

Prerequisite: BUS 200

Usual size: 20-25

Credit: 3 hours

315: Principles of Management.

Goals: To understand the basic concepts, theories, and research in management and to apply them to practical management problems.

Content: Examination of the principal functional areas of management - planning, organizing, directing, and controlling as well as environmental, legal, economic, ethical, statistical, international, and career issues.

Teaching methods: Lecture, class discussion, small group discussions, experimental exercises, case studies, oral reports, films, and current readings computer exercises.

Assignments: Readings, exams, written cases, written discussion questions as homework, written book report, oral report, seminars, attendance at guest lectures and field trips required. Guest speakers, seminars, and field trips required.

Taught: Fall

Prerequisite: BUS 200

Usual size: 20-25

Credit: 3 hours

318: Human Resources Management.

Goals: To examine human resource strategies and to acquaint students with human resource functions in business organizations.

Content: Studying the major human resource functions—recruitment, selection, planning, job analysis, orientation, training and development, career planning, performance appraisal, compensation management, employee benefits, safety and health, employee relations, collective bargaining, and research—in an organizational context.

Teaching methods: Lecture, class discussion, small group work, case studies, films, seminars, guest speakers, and field trips.

Assignments: Readings, library and organization research, preparation of exercises, and discussion questions, presentation of current affairs articles, a research report, a resume, and computer decision-making problems may be required. Examinations (true-false, multiple choice, short essay).

Taught: Spring. Given on demand.

Prerequisite: BUS 200

Usual size: 20-25

Credit: 3 hours

320: Investments Analysis.

Goals: To acquaint students with the selection of common stocks, bonds, and other securities from the perspectives of both the individual and institutional investor.

Content: Basic concepts of investment management using risk/return analysis and empirical evidence to examine the securities valuation, the efficient markets hypothesis, portfolio diversification strategies, and investment decision making in changing markets

Teaching methods: Lecture, discussion, an analytical approach to portfolio management used.

Assignments: Examinations (short answer/problem), problem sets on fundamental and technical analyses, and the stock market game.

Taught: Spring. Alternate years. Given in 1992-1993.

Usual size: 10-15

Credit: 3 hours

321: Intermediate Accounting

Goals: To enable the student to evaluate and develop a system of understanding accounting theory and practice in preparation for advanced accounting topics for academic and career opportunities.

Content: An intensive study of financial accounting functions and basic theory of accounting with emphasis on financial statement preparation and measurement of assets and liabilities.

Teaching methods: Discussion and lecture, with an emphasis on text problems and supplemented by computer applications and case study.

Assignments: Problems, exercises, questions, and/or cases assigned from each chapter in the text on a regular basis. Examinations (multiple choice, true-false, essay and /or problems), case study, homework, quizzes and in-class participation.

Taught: Fall

Prerequisites: BUS 201 and BUS 202

Usual size: 6-8

Credit: 3 hours

322: Intermediate Accounting II.

Goals: To help students become familiar with and understand the theory underlying accounting reports, the required content and disclosure in financial statements and reports, and to recognize errors in the preparation of reports in applications of theory and principles.

Content: A continuation of Business 321. Study of stockholder equity, securities and investments, income measurements, and preparation and analysis of financial statements.

Teaching methods: Discussion and lecture, with an emphasis on problem solving and practice cases.

Assignments: Problems assigned on a regular basis. Examinations and in-class participation.

Taught: Spring

Prerequisite: BUS 321

Usual size: 6-8

Credit: 3 hours

323: Cost Accounting.

Goals: To provide a comprehensive coverage of fundamental concepts and techniques within the area of cost accounting.

Content: Focus on the different types of costs and their inter-relationships. Strong emphasis on problem solving with the use of concepts covered in the text and in class lecture material.

Teaching methods: Discussion and lecture, accompanied by the text readings.

Assignments: Examinations (problems, true-false, multiple choice) and problems to be assigned on a regular basis.

Taught: Spring

Prerequisites: BUS 201 and BUS 202

Usual size: 6-8

Credit: 3 hours

324: Tax Accounting.

Goals: To teach the student a working knowledge of individual income taxation, enabling her to prepare a complete, accurate and reasonably complex individual income tax return.

Content: Determining taxable income, deductions, adjustments, exemptions and other important tax concerns for the individual and small businesses.

Teaching methods: Use of actual IRS tax forms and text for class discussion, lecture, and in-class participation.

Assignments: Homework assignments/ problems (group and individual). Case study completed. Quizzes, a final examination, tax research problems, a tax return case, and in-class participation.

Taught: Fall

Prerequisites: BUS 201 and BUS 202

Usual size: 6-8

Credit: 3 hours

325: Advanced Accounting.

Goals: To help the student understand accounting and reporting problems underlying intercorporate investments, multinational operations, partnerships, and nonprofit organizations.

Content: Advanced study in accounting principles and special problems areas. Topics include partnerships, combined corporate entities, consolidations, governmental, and nonprofit accounting.

Teaching methods: Discussion and lecture, using the problems, questions and exercises in the text as a source. Students read and report to the class on current business and accounting news.

Assignments: Examinations (true-false, multiple choice, essay and/or problems), quizzes, and computer assignments when appropriate.

Taught: Fall

Prerequisites: BUS 321 and BUS 322

Usual size: 6-8

Credit: 3 hours

326: Auditing.

Goals: To help the student understand the duties and responsibilities of the independent auditor in examining and reporting on the financial statements of a business organization.

Content: A closer look at the audit environment and examination of the moral, ethical and legal responsibilities of the independent auditor. A study of the central concepts of internal control and the methods and procedures used by the auditor to evaluate the accounting system, to assess its strengths and weaknesses, and accordingly, develop an appropriate audit program. An examination of the major types of transactions of a business which are measured, aggregated and summarized in conventional financial statements. An analysis of the disclosures required in financial statements of publicly held companies and various types of reports issued by auditors.

Teaching methods: Discussion and lecture, with an emphasis on class participation and practical applications of theories learned.

Assignments: Examinations and a case study.

Taught: Spring. Given on demand.

Prerequisites: BUS 321 and BUS 322

Usual size: 6-8

Credit: 3 hours

327: Tax Accounting II.

Goals: To teach the student a working knowledge of business income taxation, enabling her to prepare a complete, accurate and reasonably complex corporate income tax return.

Content: Income taxation of corporations, partnerships, estates, and trusts. Theory and practice exercises are combined for maximum utility.

Teaching methods: Discussion and lecture, with an emphasis on class participation and practical applications of theories learned.

Assignments: Examinations and case studies.

Taught: Spring. Given on demand.

Prerequisite: BUS 324

Usual size: 6-8

Credit: 3 hours

396, 397: Special Topics in Business.

Goals: To provide an opportunity for exploration of a topic not offered as part of the established curriculum. A student may take no more than six semester hours in special topics courses.

Content: Examination of special topics, problems, or issues in business that seem particularly relevant to student needs and interests. Announced annually.

Teaching methods: Varies with instructor and topic.

Assignments: Varies with instructor and topic.

Taught: Fall, Spring. Given on demand.

Prerequisite: Dependent on topic.

Usual size: Under 10

Credit: 1-9 hours

451: Directed Independent Study.

Goals: To provide students with the opportunity for independent study, under careful supervision, of significant topics in business selected in consultation with the instructor.

Content: Varies.

Teaching methods: Discussion.

Assignments: Varies with topic.

Taught: Fall

Prerequisite: Permission of the department chair is required.

Usual size: 11

Credit: 1-9 hours

452: Field Study.

Goals: To provide the student with intensive, specialized work experience in the area of business

Content: Observation of and participation in the work with business professionals.

Teaching methods: Field work, discussion.

Assignments: Field assignments, daily journal, article reports, summary report.

Taught: Fall, Spring, or Summer

Prerequisites: Adequate course work for the placement selected and permission of the faculty advisor.

Usual size: 1

Credit: 1-9 hours

488: Business Policy Seminar.

Goals: To familiarize the student with the integration of the functional areas of business through study and discussion of real organizational problems from the perspective of top level management.

Content: Emphasis on the development of conceptual skills in management, marketing and finance that require the student to approach decision-making in terms of the total impact on the organization.

Teaching methods: In-depth cases and term projects. Lectures, discussion, field trips, and guest speakers.

Assignments: Examination based on the text readings (multiple choice, true-false, discussion), cases presented both written and orally, and class participation in all cases presented.

Taught: Spring

Prerequisites: BUS 201 and BUS 315; ECO 101 and ECO 102

Usual size: 12-15

Credit: 3 hours

499: Honors.

ECONOMICS

Minor Requirements

A minor in Economics shall consist of a minimum of eighteen (18) hours distributed as follows:

BUS 200	3 hours
ECO 101	3 hours
ECO 102	3 hours
ECO 205	3 hours
Two additional Economics courses at the 300 level or above	6 hours

ECONOMICS (ECO) COURSE DESCRIPTIONS

101: Principles of Microeconomics.

Goals: To acquaint students with theory relating to the decision making by consumers and firms in both product and factor markets.

Content: Study of the choice problem in the face of scarce resources and the analysis of the consumer trying to maximize satisfaction and of the firm trying to maximize profits under varying market structures.

Teaching methods: Lectures, informal and open class discussion, computer-aided analysis.

Assignments: Computer problems, examinations (short answer, essay)

Taught: Fall, Spring

Usual size: 20

Credit: 3 hours

102: Principles of Macroeconomics.

Goals: To acquaint students with the structural framework and principles involved in the determination of the level of aggregate economic activity: national income, output, employment and price levels.

Content: Functioning of the economy from the national policy perspective through the study of national income and output, interest rates, money supply, price level, federal budget deficits and international trade deficits.

Teaching methods: Lectures, informal and open class discussion, computer-aided analysis.

Assignments: Computer problems, examinations (short answer, essay)

Taught: Fall, Spring

Usual size: 20

Credit: 3 hours

120: Statistics.

See PSY 120.

205: Principles of Finance.

Goals: To acquaint students with the principles and institutions of financial and capital markets and with the financial operations of a business firm.

Content: Study of basic financial principles with an emphasis on interest rate determination in comparative market economies, the capital asset pricing model and operation of securities markets.

Teaching methods: Discussion and lecture, including the use of contemporary publications and broadcasts as source materials.

Assignments: Readings from the text and several business related publications. Viewing and discussion of economic related television shows. Examinations (multiple choice, short answer, problems), quizzes/homework problems, and a written review of current financial news articles.

Taught: Spring

Prerequisites: ECO 101, and ECO 102.

Usual size: 20-25

Credit: 3 hours

300: Money and Banking.

Goals: To analyze and understand the rapidly changing financial market emphasizing the role of money and banking institutions in the economic system.

Content: Analyzes money in the economic organization, monetary theory, methods of stabilizing the price level, theories of bank deposits, discount policy, and the regulation of credit by central banks and the interest rate.

Teaching methods: Discussion and lecture, textbook readings, case studies, and videotapes/films.

Assignments: Examinations (short answer, problems, and essay) and in-class participation.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisites: ECO 101 and ECO 102

Usual size: 10-15

Credit: 3 hours

301: Managerial Economics.

Goals: To study and analyze the application of economic theory to business management, planning and policy analysis, with an emphasis decision making and cause and effect in economic management.

Content: A rigorous examination of such economic topics as consumer demand, production and cost relationships, profit maximization, industrial organization, capital and labor markets, and the impact of business cycles and national policy on the firm.

Teaching methods: Discussion and lecture, viewing of videotapes and films, case studies, and guest speakers.

Assignments: Readings from the text, library assignments, oral presentations, examinations (problem, essay), decision analysis project, and in-class participation

Prerequisites: ECO 101, ECO 102, ECO 120, and MAT 205

Usual size: 6-8

Credit: 3 hours

302: International Trade and Finance.

Goals: To study the theory of international trade and finance with special emphasis on the gains from trade, the terms of trade, the balance of payments, foreign exchange rates, and international monetary systems.

Content: Examination of international economics from the standpoint of theory and also with a special emphasis on several current topics: the growing economic strength of the Pacific Rim, Europe 1992 and the rapidly changing economics of Eastern Europe and the Soviet Union.

Teaching methods: Discussion and lecture, including the use of contemporary domestic and international business publications as source material. Use of computer software to simulate international trade issues.

Assignments: Readings from the text and several business publications, guest speakers, case studies, and videotapes/films. Examinations (short answer, problem, essay), one written project and oral presentation, international trade game computer simulation, and in-class participation.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisites: ECO 101 and ECO 102

Usual size: 10-15

Credit: 3 hours

396, 397: Special Topics in Economics.

Goals: To provide an opportunity for exploration of a topic not offered as part of the curriculum. A student may take no more than six semester hours in special topics courses.

Content: Examination of special topics, problems, or issues in economics that seem particularly relevant to student needs and interests. Topics announced annually.

Teaching methods: Varies with instructor and topic.

Assignments: Varies with instructor and topic.

Taught: Given on demand.

Prerequisite: Dependent on topic.

Usual size: Under 10

Credit: 1-9 hours

451: Directed Independent Study.

Goals: To provide the student with the opportunity for independent study, under careful supervision, of significant topics in economics selected in consultation with the instructor.

Content: Varies.

Teaching methods: Discussion

Assignments: Varies with topic.

Taught: Fall, Spring

Prerequisite: Permission of the department chair.

Usual size: 1
Credit: 1-9 hours

499: Honors.

CHEMISTRY

The chemistry major encourages students to achieve a sound understanding of the fundamental concepts of molecular science, to employ scientific approaches to tasks and problems, and to prepare for careers in industry and technology, for professional health science schools, for teaching science, and for graduate study in chemistry. Wesleyan chemistry majors have enjoyed success in all these and other career options.

The Common First Year

The science faculty believe that the choice of a specific science should not be premature and that a breadth of exposure is desirable. A Common First Year sequence has been established for all students who will major in a science or who are considering a preprofessional health sciences course of study. The Common First Year allows students an unrestricted year in which to test, at the college level, their aptitude and interest in both biology and chemistry, and thus provides a sound basis for choice of major. It is possible, with careful planning, to delay the Common First Year until the sophomore year without delaying graduation in either chemistry or biology. However, chemistry courses are sequential and closely linked to prerequisites in support courses; therefore, students should avoid delay when possible.

The Common First Year course distribution is as follows:

Fall Semester	Spring Semester
BIO 120 Cellular Dynamics	CHM 102 General Chemistry II
CHM 101 General Chemistry I	MAT 101 College Algebra & Trigonometry
ENG 101	ENG 102
general education elective	selected biology elective
	general education elective

Students who are ready to begin Calculus I MAT 205 may do so in the fall semester, postponing the general education elective.

Major Program

Chemistry courses stress an understanding of concepts. These courses encourage students to think independently, to approach problems and tasks creatively and skillfully, and to test hypotheses critically. Laboratory experience is integral to most chemistry courses. Experimental design, modern laboratory techniques, and data analysis are emphasized. Courses, internships, and research are all part of the program, and academic credit can be earned for each. Students planning careers in science education must include specific courses for certification. In many cases, very few additional courses will be needed to complete a double major. All science majors share an upper level course in communication, interpretation, and evaluation in science.

Major Requirements

The Chemistry major requires 54 semester hours, including CHM 101, 102, 212, 221, 222, 301, 302, and 421 (thirty-two semester hours). Additionally, PHY 121, 122, MAT 205, 206, and one 300-400 level Biology course are required. BIO 120 is required as the General Education course. However, the major will be very much enhanced by the inclusion of CHM 396, 397, 416, 417, 451, 452, 461, and 462. Students considering graduate work in chemistry should include additional mathematics and physics and should study German.



Resources for Non-Majors

All Wesleyan students are welcome to include a portion of the chemistry sequence in their curricula of study.

Undergraduate Research Opportunities

Independent laboratory research is a highly desirable component of the curriculum for chemistry majors. Faculty members welcome the opportunity to support and direct the research efforts of students enrolled in CHM 451, 452, 461, and 462.

CHEMISTRY (CHM) COURSE DESCRIPTIONS

101, 102: General Chemistry.

Goals: To explore the nature of matter. To examine qualitatively and quantitatively the principles which govern the physical and chemical changes of matter. To encourage critical thinking, logical derivation, and creativity, through solving problems. To develop an understanding of the composition and operation of the material universe and an appreciation of the greater environment. To prepare students for further studies in science and for decision.

Content: A comprehensive introduction to chemistry including stoichiometry, atomic and molecular structure, kinetic theory, basic thermodynamics, reaction kinetics, chemical equilibria, and acid-base theory. The laboratory emphasizes quantitative analytical concepts.

Teaching methods: Lecture, laboratory, discussions.

Assignments: Quizzes, midterm and final; papers, laboratory reports.

Taught: 101 Fall, 102 Spring.

Prerequisites: MAT 101 as co- or prerequisite.

Usual size: 40-50 in lecture sections; 25 in laboratory sections.

Credit: 4, 4 hours

212: Analytical Chemistry.

Goals: To expand the study of ionic equilibria. To apply equilibrium principles to modern analytical chemistry techniques and methods. To develop statistical methods of analyzing and comparing analytical results.

Content: A study of contemporary analytical chemistry emphasizing classical volumetric and gravimetric analysis as well as modern instrumental analysis.

Teaching methods: Lecture, two laboratories.

Assignments: Quizzes, midterms and final; papers, laboratory reports, problem sets.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisites: CHM 102 as co- or prerequisite.

Usual size: 10

Credit: 4 hours

221, 222: Organic Chemistry.

Goals: To examine the structure and the physical and chemical properties of hydrocarbon compounds and their derivatives. To apply the mechanistic approach to understanding the basic nature of organic reactions. To encourage critical thinking, logical derivation, and creativity, using organic synthesis as a vehicle. To apply laboratory techniques used in determining structures of organic molecules.

Content: An introduction to the chemistry of carbon compounds including their structures, physical and spectral properties, chemical reactivity, and synthesis. Laboratory work includes the isolation, purification, and identification used in determination of structures of organic molecules, as well as determination of physical and spectral properties.

Teaching methods: Lecture, laboratory, discussions.

Assignments: Quizzes, midterm and final; papers, laboratory results.

Taught: 221 Fall, 222 Spring, Summer Intensive.

Prerequisite: CHM 102

Usual size: 15-20

Credit: 4, 4 hours

301, 302: Physical Chemistry.

Goals: To study the laws of thermodynamics and their application to phase and reaction equilibria. To develop the fundamental principles of chemical reaction kinetics and their application to the analysis of reaction rate data. To examine the principles of quantum mechanics and their use in determining and describing molecular energies, spectra, and bonding.

Content: An introduction to general thermodynamics and chemical kinetics (Fall). Emphasis on chemical bonding, molecular energies and mechanics, and electromagnetic properties of molecules (Spring).

Teaching methods: Lecture, laboratory, discussions.

Assignments: Quizzes, midterms and final; papers, laboratory reports, computer exercises, problem sets.

Taught: 301 Fall, 302 Spring

Prerequisites: CHM 102, PHY 122, MAT 206.

Usual size: 10

Credit: 4, 4 hours

396, 397: Special Topics in Chemistry.

Goals: To provide an opportunity to explore a topic not normally offered in the chemistry curriculum. To update students about new developments in chemistry.

Content: An in-depth examination of a special area of chemistry. Topics vary. Students may take no more than two such special topics courses.

Teaching methods: Lecture, laboratory, discussions.

Assignments: Quizzes, midterm and final; papers, laboratory results.

Taught: Given on demand.

Prerequisite: CHM 102

Usual size: 20

Credit: 3, 3 hours

416: Survey of Biochemistry.

Goals: To survey the structure, function, and metabolism of basic biochemical constituents. To interrelate the pathways of metabolism in order to produce a holistic view of an organism's biochemical activities. To practice standard biochemical laboratory techniques.

Content: Protein structure, enzyme mechanisms, bioenergetics, and metabolic pathways for synthesizing and degrading carbohydrates, lipids, amino acids, and nucleotides. May be taken for credit without CHM 417.

Teaching methods: Lecture, laboratory, discussions, experimental design.

Assignments: Quizzes, midterm and final; reports or papers.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisites: BIO 120, prerequisite or co-requisite CHM 222.

Usual size: 15

Credit: 4 hours

417: Selected Topics in Biochemistry.

Goals: To explore in depth specific circumscribed areas of biochemistry and molecular biology of current interest. To gain experience with some modern research techniques in biochemistry.

Content: Selected areas in biochemistry and molecular biology, including metabolic regulation, synthesis of specific proteins, mechanisms of hormone action, metabolic diseases, and ion channels and transport systems.

Teaching methods: Lecture, laboratory, discussions, computer simulation.

Assignments: Midterm and final; reports, independent research project.

Taught: Given on demand.

Prerequisite: CHM 416

Usual size: 15

Credit: 4 hours

420: Research Methodology.

Goals: To offer a disciplined examination of factors to be included in sound experimental design.

Content: Projects designed to familiarize students with the latest developments in experimental design, techniques, equipment and research methods.

Teaching methods: Varies with instructor.

Assignments: Varies with instructor.

Taught: Given on demand.

Prerequisites: CHM 221, 222, 301, 302.

Usual size: 6

Credit: 3 hours

421: Communication, Interpretation, and Evaluation in Science.

Goals: To acquire the skills used by scientists in written, verbal, visual, and electronic communication. To develop a mature ability to interpret and evaluate scientific data and reports.

Content: The elements of style and documentation used in scientific journals, particular techniques of verbal scientific presentation, as well as methods of preparation and use of a wide variety of visual materials. Library and electronic search techniques. Analysis of data, critical evaluation of published reports, and judgement of reliability of experimental results. Formulation of unified interpretations of information obtained from a variety of different sources.

Teaching methods: Lecture, two laboratories weekly, discussions.

Assignments: Retrieval and assembly of information; oral presentations and preparation of poster session; analysis of data, critical evaluation of technical papers, writing a scientific research article; examination on standard scientific documentation, style, and literature. Defense of interpretations under critical examination by peers and faculty.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisite: Junior or Senior standing.

Usual size: 20

Credit: 4 hours

451: Directed Independent Study.

Goals: To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking. To solve real problems in a scientific manner. To provide an opportunity to conduct independent laboratory work and to learn new techniques.

Content: Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified students are encouraged to develop originality of thought and thoroughness of method. Some emphasis on research methods.

Teaching methods: Individual or group conferences, supervised laboratory, and library research.

Assignments: Presentation, reports or papers.

Taught: Fall, Spring

Prerequisite: Approval of division chair.

Usual size: 1-2

Credit: 1-6 hours

452: Field Studies in Chemistry.

Goals: To afford actual experience in a professional chemical laboratory or in industrial chemistry.

Content: Applied areas in chemistry or chemical employment. May be elected for internship credit. The student submits a brief plan including objectives, anticipated activities, a list of readings, and the nature of reports to be submitted to the sponsor.

Teaching methods: Participation in field activity.

Assignments: Presentation, reports or papers, a project log.

Taught: Fall, Spring

Prerequisites: CHM 221; permission of adviser, division chair, faculty sponsor, and Director of the Internship Program.

Usual size: 1-2

Credit: 1-6 hours

499: Honors.

COMMUNICATION

Communication is an interdisciplinary major that emphasizes the relationship between communication and the liberal arts. The major encourages critical thinking as well as competency in oral and written skills.

Communication courses coupled with courses in English, history, psychology, political science, and sociology provide an enriched background to pursue varied career opportunities. The student receives a strong theoretical and applied background in such courses as interpersonal communication, public speaking, mass media, persuasion, journalism and public relations.

Major Program

Communication offers an interdisciplinary major preparing students for graduate study or professional opportunities.

Major Requirements

The communication major requires a total of 45 semester hours including COM 101, 102, 203, 215, 310, 340, 452, ART 210, a 300- or 400-level ENG course in literature, ENG 351 or ENG 356, HIS 315 or HIS 401, POL 304 or POL 311, PHI 223, PSY 303, and SOC 309. The communication major must take a 3 hour internship in one semester.

Minor Requirements

A minor in Communication consists of a minimum of eighteen (18) hours distributed as follows:

COM 101	3 hours
COM 203 or ENG 356	3 hours
COM 215	3 hours
COM 340	3 hours
POL 308 or HIS 315 or HIS 401	3 hours
ART 210	3 hours

Postgraduate Opportunities

A major in communication provides a student with a foundation for graduate and/or professional study, especially in communication specialties: public relations, personnel, media, journalism, teaching, and counseling. A student may also choose to enter law school or medical school.

Resources for Non-Majors

Communication courses are open to all students. Communication courses provide an enriching background to students with other majors in that they emphasize oral and written communication as well as critical thinking.

COMMUNICATION (COM) COURSE DESCRIPTIONS

101: Fundamentals of Speech Communication.

Goals: To provide an overview of the communication field and to develop the student's skills in applying diverse kinds of effective oral communication skills.

Content: Guidelines for interviewing, group discussion, and panels as well as participation in a symposium and speechmaking.

Teaching methods: Lecture, group discussion, videos, role playing.

Assignments: The writing and delivery of speeches to inform, demonstrate, persuade (inspire and actuate); plus examinations.

Taught: Fall, Spring

Usual size: 20

Credit: 3 hours

102: Principles of Interpersonal Communication.

Goals: To increase interpersonal effectiveness in a variety of settings.

Content: Values and goals, perception, self-disclosure, listening and feedback, nonverbal communication, assertiveness, conflict management, and family communication.

Teaching methods: Lecture, group discussion, role playing, and guest speakers.

Assignments: Panel presentation, critical book review or research paper, examinations.

Taught: Fall, Spring

Usual size: 20

Credit: 3 hours

203: Introduction to Journalism.

Goals: To introduce students to current practices of print journalism with an emphasis on reporting, writing, and editing the news and to controversies surrounding those practices related to ethics, libel, and the role of the press.

Content: A variety of print media news stories and critical writings about news practices.

Teaching methods: Exercises, discussion, lecture.

Assignments: Gathering, writing, and editing news stories—including timed assignments; readings; examinations.

Taught: Spring

Usual size: 15

Credit: 3 hours

204: Voice and Diction.

Goals: To teach a student to perfect her own speaking skills, enhancing her pitch, rate, emphasis, and diction, thus allowing her to communicate more effectively.

Content: Study of regional dialects as well as an awareness and appreciation of the production of standard speech sounds.

Teaching methods: Lecture, use of tape recorders, videos.

Assignments: Weekly tape work, oral evaluation, paper, examinations.

Taught: Fall. Alternate years. Given in 1992-1993.

Usual size: 15

Credit: 3 hours

215: Mass Media.

Goals: To introduce students to the evolution, structure, and function of the mass media with emphasis on regulatory, social, and current issues affecting the mass media.

Content: Historical and contemporary texts and artifacts which comprise the mass media; analytical texts which describe and evaluate regulatory and societal trends in mass media production and consumption.

Teaching methods: Lecture, discussion.

Assignments: Readings, essays, class participation projects, examinations.

Taught: Fall. Alternate years. Given in 1992-1993.

Usual size: 17

Credit: 3 hours

308: Introduction to Oral Interpretation.

Goals: To increase student awareness of great literary works and develop student's communicative skills.

Content: Prose, poetry, drama, and children's literature.

Teaching methods: Lecture, discussion, guest speakers.

Assignments: Five student performances—prose, drama, poetry, children's literature, and a dramatic duo. Final culminates in a mini-recital based on a theme of students' choice. Examinations.

Taught: Fall. Alternate years. Given in 1991-1992.

Usual size: 12

Credit: 3 hours

310: Advanced Public Speaking and Rhetorical Analysis.

Goals: To perfect public speaking based on research and creative efforts and assist students in analyzing great speeches.

Content: Student speeches, speech analysis.

Teaching methods: Lecture, discussion, guest speakers.

Assignments: Students give 3 speeches; analysis of 8-10 contemporary speeches, tests.

Taught: Spring

Prerequisite: COM 101

Usual size: 15

Credit: 3 hours

311: Public Relations.

Goals: To engage students in critical study of the public relations function as it is practiced by both private and public organizations and groups.

Content: Studies of corporate, governmental, and social movement in public relations; long term and short-term campaigns; practitioners from both private enterprise and the non-profit public sector.

Teaching methods: Discussion, class presentations.

Assignments: Essays, projects, term paper, examinations.

Taught: Spring

Prerequisite: COM 101

Usual size: 15-20

Credit: 3 hours

340: Persuasion: Theory and Analysis.

Goals: To investigate rhetoric as a persuasive cultural tool through analysis of symbols, evidence and reasoning, attitudes and beliefs, cultural and societal pressures in persuasion, audience needs and expectation, arguments, messages, and tactics.

Content: Rhetorical events, including mass media news, commercials, public speeches, and advertisements, among others.

Teaching methods: Discussion, lecture, class presentations.

Assignments: Essays, projects, examinations.

Taught: Fall, Alternate years. Given in 1992-1993.

Prerequisite: COM 101

Usual size: 17

Credit: 3 hours

396, 397: Special Topics in Communication.

Goals: To increase student knowledge about a communication topic not available in the curriculum.

Content: Dependent upon the subject matter.

Teaching methods: Methods vary with topic and instructor.

Assignments: Assignments vary with topic and instructor.

Taught: Fall, Spring. On demand.

Prerequisite: COM 101 or permission of the instructor.

Usual size: 5-10

Credit: 3, 3 hours

451: Directed Independent Study.

Goals: To provide student the opportunity to explore a communication topic of her choice. To teach original thinking and research.

Content: A topic agreed upon by student and professor and approved by Division Chair.

Teaching methods: Dependent upon topic, student and professor.

Assignments: Assignments vary with topic and instructor.

Taught: Fall, Spring

Prerequisite: Permission of the instructor.

Usual size: 1

Credit: 1-6 hours

452: Field Study.

Goals: To provide student a practical experience in which she will work within a communication medium to perform professional, creative or research functions under professional supervision. The communication major must, as a requirement for graduation, take a 3-hour internship in one semester.

Content: A placement agreed upon by student and advisor

Teaching methods: Dependent upon field supervisor and faculty sponsor.

Assignments: Assignments vary with field study.

Taught: Fall, Spring

Prerequisite: Permission of the instructor, Division Chair, and Associate Dean.

Usual size: 1

Credit: 1-9 hours.

499: Honors.

COMPUTER INFORMATION SYSTEMS

Computer Information Systems includes application programming as well as exploration of the broader issues related to the design of complete information systems. Students must demonstrate proficiency in oral and written communication skills and problems solving skills as well as programming skills and knowledge of computing equipment and technology.

Certificate in Computer Information Systems

The college does not offer a major in Computer Information Systems. However courses are offered to provide the student with a thorough knowledge of computer applications. A Certificate in Computer Information Systems will provide the student with the basic course preparation for entry level employment in the field of computer information systems. This certificate is available to all students, regardless of major, and is designed for those majoring in one of the liberal arts disciplines. The certificate program will not replace a traditional major for a student working toward a baccalaureate degree, but is available to non-



degree-seeking Encore students. The Certificate in Computer Information Systems will be awarded upon completion of requirements for the baccalaureate degree, except in the case of Encore students.

The certificate requires completion of the following prescribed 24 hours:

CIS 100	Introduction to Computers and Information Processing	3 hours
CIS 101	Micro computer Applications	3 hours
CIS 210	Introductory Programming	3 hours
CIS 220	COBOL Programming	3 hours
CIS 222	RPG Programming	3 hours
CIS 240	Systems Analysis and Design	3 hours
CIS	Electives	6 hours

Students from any discipline who wish to know more about computers are encouraged to take CIS 100, Introduction to Computers and Information Processing. In addition, students whose future career aspirations indicate a need for a thorough knowledge of microcomputer applications are encouraged to take CIS 101, Microcomputer Applications.

Minor Requirements

A minor in Computer Information System shall consist of a minimum of eighteen (18) hours distributed as follows:

CIS 100	3 hours
CIS 101	3 hours
CIS 210	3 hours
CIS 220	3 hours
CIS 222	3 hours
CIS 240	3 hours

COMPUTER INFORMATION SYSTEMS (CIS) COURSE DESCRIPTIONS

100: Introduction to Computers and Information Processing.

Goals: To introduce computers and related technology as integral parts of modern society.

Content: The historical development of computing devices, computer systems and their components, the impact of computers on society, and an introduction to personal productivity software.

Teaching methods: Lecture, lab sessions

Assignments: Homework, lab assignments, research paper, examinations.

Taught: Fall, Spring

Usual size: 18 - 20

Credit: 3 hours

101: Microcomputer Applications.

Goals: To enable students to use the microcomputer as a powerful productivity tool.

Content: Disk management, MS-DOS commands, and advanced use of personal productivity software packages.

Teaching methods: Lab sessions, lecture.

Assignments: Lab assignments, examinations.

Taught: Fall, Spring

Prerequisite: CIS 100

Usual size: 5 - 10

Credit: 3 hours

120: Introductory Programming.

Goals: To introduce students to the process of problem-solving and computer programming.

Content: Designing, coding, debugging and documenting programs in the Pascal language using techniques of good programming style. Topics include arrays and untyped files.

Teaching methods: Lecture, lab sessions.

Assignments: Homework, programming assignments, examinations.

Taught: Fall

Prerequisite: CIS 100

Usual size: 5-10

Credit: 3 hours

220: COBOL Programming.

Goals: To introduce students to programming in the COBOL language.

Content: COBOL program divisions, syntax, file handling, data validation, and sorting.

Teaching methods: Lecture, lab sessions.

Assignments: Programming assignments, examinations.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisite: CIS 120

Usual size: 5-10

Credit: 3 hours

222: RPG Programming.

Goals: To introduce students to programming in the RPG language.

Content: RPG specifications and the fixed logic cycle, indicators, group and control break processing, arrays, tables, files, looping, and internal subroutines.

Teaching methods: Lecture, lab sessions.

Assignments: Programming assignments, examinations.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisite: CIS 120

Usual size: 5-10

Credit: 3 hours

228: FORTRAN Programming.

Goals: To introduce students to programming in the FORTRAN language.

Content: FORTRAN syntax, input, output, files, looping, arrays, data and parameter statements, character manipulation and subprograms.

Teaching methods: Lecture, lab sessions.

Assignments: Programming assignments, examinations.

Taught: Given on demand.

Prerequisite: CIS 120

Usual size: 4-7

Credit: 3 hours

230: Computer Organization.

Goals: To introduce students to the operation of the internal components of the computer and the operation of systems software, especially language translators.

Content: Processing units, memory units, input/output devices, operating systems, compilers, and interpreters.

Teaching methods: Lecture.

Assignments: Programming assignments, examinations.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisite: CIS 120

Usual size: 4 - 7

Credit: 3 hours

240: Systems Analysis and Design.

Goals: To introduce students to the concept of an information system and to the use of a definite life cycle in developing information systems.

Content: Information system definition, rationale for using a development life cycle, phases of the life cycle, and tools and methods used in the various phases of the life cycle.

Teaching methods: Lecture, project discussion.

Assignments: Projects, examinations.

Taught: Fall

Prerequisite: CIS 120

Usual size: 4 - 7

Credit: 3 hours

320: Data Structures.

Goals: To introduce students to advanced techniques for information storage and utilization and the tradeoffs associated with the use of each technique.

Content: Strings, lists, queues, tree and graph structures, and searching and sorting.

Teaching methods: Lecture, lab sessions.

Assignments: Programming assignments, examinations.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisite: CIS 120

Usual size: 4 - 7

Credit: 3 hours

370: Data Base Management.

Goals: To introduce students to the conceptual and logical models of a data base management system.

Content: Data access techniques and hashing, security, reliability and integrity. Emphasis is on use of microcomputer-based database management systems.

Teaching methods: Lecture, lab sessions.

Assignments: Project, examinations.

Taught: Given on demand.

Prerequisites: CIS 240 and CIS 320

Usual size: 4 - 7

Credit: 3 hours

396, 397: Special Topics in Computer Science.

Goals: To provide an opportunity for exploration of a topic not offered as part of the established curriculum. A student may take no more than six semester hours in special topics courses.

Content: Varies but may include topics such as simulation, numerical analysis, or data communication.

Teaching methods: Varies with instructor and topic.

Assignments: Varies with instructor and topic.

Taught: Given on demand.

Prerequisite: Varies with selected topic.

Usual size: Under 10

Credit: 3 hours

440: Systems Design and Implementation.

Goals: To provide students with an opportunity for more in-depth study of the strategies and techniques associated

with the later phases of the system development life cycle.

Content: Detailed coverage of the design, implementation, installation, and review phases and development tools used during those phases.

Teaching methods: Lecture, project discussions.

Assignments: Project, examinations.

Taught: Given on demand.

Prerequisites: CIS 240 and CIS 320

Usual size: 4-7

Credit: 3 hours

451: Directed Independent Study.

Goals: To provide the student with the opportunity for independent study, under careful supervision, of significant topics in computing selected in consultation with the instructor.

Content: Varies.

Teaching methods: Discussion.

Assignments: Varies with topic.

Taught: Given on demand.

Prerequisite: Permission of the division chair.

Usual size: 1

Credit: 3 hours

452: Field Studies.

Goals: To provide the student with the opportunity for specialized, intensive work experience in an area of computer information systems.

Content: Observation of and participation in the work of an organization's information systems professionals.

Teaching methods: Field work, discussion.

Assignments: Field assignments, daily journal, article reports, summary report.

Taught: Fall, Spring, or Summer

Prerequisites: Adequate course work for the placement selected and permission of the faculty sponsor.

Usual size: 1

Credit: 1-9 hours

499: Honors.

EDUCATION

Teacher Education Programs

Wesleyan College offers programs in teacher education that prepare women to teach in grades kindergarten through twelve. The Department of Education offers programs in early childhood education, middle grades education, and secondary education. Special fields programs (grades K-12) are offered in conjunction with other areas of the College. The following teacher education programs are approved by the Georgia Department of Education with the numbers in parentheses representing the typical grade levels for which teacher certification can be obtained:

Early Childhood Education (K-4)

English Education (7-12)

Mathematics Education (7-12)

Middle Grades Education (4-8)

Music Education (K-12)

Science Education: Biology Emphasis (7-12)

Science Education: Chemistry Emphasis (7-12)
Social Science Education: History Emphasis (7-12)

Teacher Education at Wesleyan College is the responsibility of the college-wide Teacher Education Committee, operating under the leadership of the chairman of the Department of Education. This committee's responsibilities include, but are not limited to, the approval or disapproval of all teaching field programs submitted by the departments, admission of students to Teacher Education programs, admission of students to student teaching, and recommendation of students for graduation.

Teacher Certification

Provisional teacher certification may be obtained as a part of the student's regular four-year program. Course work is approved and designed to meet requirements for certification in Georgia. In addition to a four-year degree from an approved college program, the Georgia State Department of Education requires that applicants successfully complete the Teacher Criterion Test.

Persons interested in teacher certification who have already earned a bachelor's degree can complete State Department of Education requirements at Wesleyan. They should consult with the Director of the ENCORE Program regarding admission and then with the appropriate faculty member in the Department of Education.

Admission to Teacher Education

Each student who desires an education degree must apply for admission to the Teacher Education Program. Application for admittance to Teacher Education should be made upon completion of EDU 201. Any transfer student or ENCORE student transferring 27 hours or more of general education credit from an accredited college with a GPA of 2.50 or better may enroll in education courses for one semester. After the initial semester, the student must be admitted to Teacher Education through standard procedures before additional courses in education may be taken. Any ENCORE student holding a four-year degree from an accredited college with a GPA of 2.50 or better will be considered for admission to Teacher Education during her first semester at Wesleyan.

Acceptance into the Teacher Education Program is dependent upon the following requirements:

1. Completion of the Application for Admission to the Teacher Education Program form
2. A cumulative grade point average of 2.50
3. Satisfactory completion of a formal writing sample while in EDU 201
4. Completion of a speech evaluation. COM 101 may be required as a result of this evaluation.
5. Completion of the Declaration of Major form and its accompanying audit sheet
6. Completion of Proposed Schedule of Courses form
7. Completion of an interview with the coordinator of the program
8. Attainment of a C or better in EDU 201 and ENG 101
9. Completion of a minimum of nine General Education courses (six if special fields major)
10. Completion of CPR Certification

After acceptance into the Teacher Education program, a student must maintain a GPA of 2.50 in order to continue taking education courses and in order to be admitted to student teaching. Students must earn a grade of C or better in all professional education courses and teaching field courses. No professional education courses other than EDU 201, 209, and 302 may be taken before admission to the Teacher Education program except with special permission of the Chair of the Department of Education. Any student who is out of school for more than two semesters after acceptance into the Teacher Education Program must re-apply to the program.

Practicum Field Experience

Teacher Education is a field-centered educational experience built around goals of attaining certain specified generic competencies. This means that students are actively involved in public and private school classrooms for portions of all the years they spend at Wesleyan. Required field experiences are of two types as indicated below:

1. **Observation and Practicum Related to Course Work**
In both teaching field courses and professional education courses, the student is required to observe and participate in activities with children and youth as specified in the objectives of these courses. These experiences may occur in public or private school settings.
2. **The September Experience/ Student Teaching**
The September Experience at Wesleyan is designed to allow seniors planning to student teach the opportunity to participate in the beginning of the school year with the teacher and pupils with whom they will student teach. Student Teaching is the culmination of professional field experiences and course competencies during the student's senior year. Students learn and teach for ten weeks in the classroom of a public school teacher who has been selected as being an excellent example of the teaching profession.

Admission to Student Teaching

1. Upon application to Student Teaching, the student must have a grade point average of 2.50, and a grade of C or better must have been attained in all teaching field and professional education courses.
2. A student must apply for Student Teaching during the first week of November for teaching in the spring semester, or the first week of April for teaching in the fall semester.

Admission to the College does not constitute admission to the Teacher Education Program nor does the latter constitute approval for student teaching. Each is a separate procedure.

Teacher Criterion Test (TCT)

The Teacher Criterion Test which assesses teaching content knowledge is required for teacher certification in Georgia. It is recommended that the TCT be taken during the student's senior year.

National Teacher Examination (NTE)

Taking the National Teacher Examination (NTE) is also recommended during the student's senior year. The NTE is commonly used as a certification standard in some states.

Course Requirements

In addition to the public and private classroom experiences, all Teacher Education programs require three types of academic work including general education, teaching field education, and professional education. A list of acceptable general education courses is available from the Department of Education. The teaching field component includes those courses specifically geared to providing the skills, attitudes, and cognitive content necessary to teach a specific age level or academic discipline in the schools. In order to receive state certification, a minimum grade of C is required in all courses applied to the teaching field and the professional education sequence. Professional education is provided through courses designed to aid the student in achieving certain minimal generic competencies required by the education profession. It includes courses in the foundations of education, growth and development of children in an educational context, learning theory, student teaching, and others. Student teaching must be completed in a middle Georgia

classroom setting arranged by the Department of Education and supervised by its faculty and, in some cases, faculty from related departments. Courses related to each major are described below.

EARLY CHILDHOOD EDUCATION (K-4)

This interdepartmental major leading to the Bachelor of Arts degree is offered to students planning to teach in kindergarten and primary grades (K-4).

In view of the Georgia certification requirements, the student seeking teacher certification in either Early Childhood or Middle Grades Education must take general education course work to include 6 semester hours in each of the following: literature, language, fine arts, self and society, history; and 8 semester hours in laboratory science.

The program is designed to give a broad background of general professional courses to assist in developing the understandings and competencies essential to effective teaching. Teaching field courses are selected from various Academic Departments of the College. The recommended sequence is as follows:

Fall Semester	Spring Semester
<i>Freshman Year</i>	
ENG 101 *	EDU 201
History	MAT 101 *
Self and Society	ENG 102 *
Fine Arts	Self and Society
HPE 104 *	Fine Arts
<i>Sophomore Year</i>	
BIO 120 *	PHY 110
EDU 209	EDU 302
ART 361	EDU 404
History	MUS 372 or MAT 110
Literature	EDU 311
<i>Junior Year</i>	
EDU 306	ENG 324
EDU 334	EDU 308
Elective	MUS 372 or MAT 110
Elective	Elective
WJS	Elective
<i>Senior Year</i>	
EDU 305	EDU 402
EDU 307	EDU 420
EDU 410	EDU 490
HPE 412	
Elective	

* Required

Recommended Electives (10 semester hours): A physical education activity course. Any biology, history, literature, mathematics, speech, or theatre course. A student may elect to concentrate in one area of study or to add additional breadth to the program.

MIDDLE GRADES EDUCATION (4-8)

This interdepartmental major leading to the Bachelor of Arts degree is offered to students planning to teach grades 4-8. In view of the Georgia certification requirements, the student seeking teacher certification in either Early Childhood or Middle Grades Education must take general education course work to include 6 semester hours in each of the following: literature and language, fine arts, behavioral science, and 8 semester hours in laboratory science.

The program is designed to give a broad background of general professional courses to assist in developing the understandings and competencies essential in teaching pre-adolescent and adolescent students. Two concentrations are required to give the prospective teacher an in-depth understanding of content areas taught in grades 4-8. The primary concentration must contain a minimum of 15 semester hours beyond general education and core curriculum coursework. The secondary concentration must contain a minimum of 12 semester hours beyond general education and core curriculum coursework. The recommended sequence is as follows:

Fall semester	Spring Semester
<i>First Year</i>	
ENG 101*	EDU 201
History	MAT 101*
Self & Society	ENG 102
Fine Arts	Self & Society
HPE 104*	Fine Arts
<i>Sophomore Year</i>	
BIO 120*	PHY 110
EDU 209	EDU 344
Literature	EDU 302
Fine Arts	EDU 312
Concentration	Concentration or MAT 110
<i>Junior Year</i>	
EDU 306	EDU 308
Concentration	Concentration
Concentration	Concentration or MAT 110
WJS	Elective
<i>Senior Year</i>	
EDU 317	EDU 402
EDU 410	EDU 430
EDU 315	EDU 490
Concentration	
Concentration	

*Required

SPECIAL FIELDS PROGRAMS (1-12) AND SECONDARY EDUCATION (7-12)

A program of study has been planned for students desiring to teach in the area of music. Teaching fields in

grades 7-12 at secondary level are listed in the general introduction to the teacher education programs. A description of course requirements in these areas may be secured from the chair of the Department of Education or the department germane to the particular program.

EDUCATION (EDU) COURSE DESCRIPTIONS

201: Foundations of Education.

Goals: To begin a continuing investigation of the nature of education.

Content: Philosophical, historical, political and social foundations of education. Educational trends and political issues including multicultural aspects, women and education, special needs of children, and future technological advances in education.

Teaching methods: Discussion, group work, lecturette, student presentations.

Assignments: Exams, two book reviews, issue paper, 20-hour volunteer work in a public school, school observation analysis, written philosophy of education.

Taught: Fall, Spring

Usual size: 10-15

Credit: 3 hours

209: Human Growth and Development.

Goals: To recognize factors which affect physical, psychomotor, psychosocial, cognitive, and moral development and formulate practical application based on these factors.

Content: Concepts and principles of human development and behavior that leads to the basic understanding of children and youth from conception through adolescence.

Teaching methods: Lecture, discussion, simulation and role playing.

Assignments: Exams, observation and case study.

Taught: Fall

Usual size: 20-25

Credit: 3 hours

302: The Learning Process.

Goals: To examine various psychological approaches to learning and teaching.

Content: Development of the understanding of psychological principles of learning as they apply to the classroom. Theories of learning, motivation, and evaluation, with practical applications for classroom use. Tests and measurements as related to educational settings are included.

Teaching methods: Lecture, discussion, group presentations, and demonstrations.

Assignments: 3 exams, weekly group presentations, evaluation of computer software.

Taught: Spring

Usual size: 15-20

Credit: 3 hours

305: Teaching Language Arts in Early Childhood.

Goals: To provide the student with basic understanding of concepts of language acquisition and communication skills, methods of instruction, and planning for instruction.

Content: Listening, speaking, writing, grammar, creative and expository writing, punctuation, spelling, handwriting, and children's literature. Become familiar with materials used and ways of helping children with different abilities in early childhood language arts. Emphasis on practical yet creative teaching methods.

Teaching methods: Lecture, discussion, demonstrations, video-taping student presentations.

Assignments: Language arts units, mastery tests (grammar, spelling, punctuation, parts of speech), video-taped lesson, computerized tutorial activity packet using Hypercard, journals, field experience, midterm and final exams. Students

must register for EDU 305FE.

Taught: Fall

Prerequisites: EDU 201, admission to Teacher Education, EDU 306FE co-requisite.

Usual size: 5-10

Credit: 3 hours

305FE: Early Childhood Field Experience in Teaching Language Arts.

Goals: To gain experience in and knowledge of practical aspects of teaching.

Content: A component of EDU 305. Placement in a public school classroom for the purpose of observing teacher and student behavior, assisting the teacher, and planning and implementing instruction with individuals, small and large groups. Under the guidance of a teacher and a college instructor.

Assignments: Lesson plans, instruction with individuals, small groups, and larger groups, reflection on one's own teaching behaviors.

Taught: Fall

Prerequisite: EDU 305 with co-requisite.

Usual size: 10-15

Credit: 0 hours

306: Teaching Science in Early Childhood.

Goals: To understand how young children learn science. To learn how to design meaningful experiences and curricula for children's understanding of the content and processes of, and attitudes toward science.

Content: Objectives, experiences, and methods of teaching science with early childhood students(K-4) . Activity-oriented science and scientific method in teaching and learning.

Teaching methods: Demonstrations, experiments, inquiry, discussions, group work, lecturette, student presentations.

Assignments: Science unit with interdisciplinary features, learning center, science project, idea file, creation of a computer data-base related to a science topic, field experience, midterm and final exams.

Taught: Fall

Prerequisites: EDU 201, admission to Teacher Education, EDU 306FE co-requisite.

Usual size: 5-10

Credit: 3 hours

306FE: Early Childhood Field Experience in Teaching Science.

A component of 306. For course description see EDU 305FE.

Taught: Fall

307: Teaching Social Studies in Early Childhood.

Goals: To experience and practice a variety of social studies teaching strategies that are applicable to young children.

Content: History of social education, philosophy and rationale of social studies, concept development, instructional planning, teacher-centered and learner-centered K-4 instructional strategies, interdisciplinary units, reading and writing in social studies, global education, and social studies for the gifted and remedial learner.

Teaching methods: Lecture, discussion, inquiry, decision-making, role playing, simulations, micro-teaching (video feedback of student presentations).

Assignments: Seven-to-ten-day social studies unit, micro teaching, personal philosophy of social studies paper, student-centered activity file, midterm and final exams, field experience.

Taught: Fall

Prerequisites: EDU 201, EDU 307FE co-requisite, admission to Teacher Education.

Usual size: 5-10

Credit: 3 hours

307FE: Early Childhood Field Experience in Teaching Social Studies.

A component of 307. For course description see EDU 305FE.

Taught: Fall

308: Teaching Mathematics in Early Childhood.

Goals: To gain knowledge and skills necessary to foster the development of mathematical content and processes and positive attitudes in young children.

Content: The content, concepts, and skills of the early childhood (K-4) mathematics curriculum and the special methods of teaching the material. Materials appropriate to teaching mathematics are explored including manipulatives, computer materials, textbooks, and teacher-made materials. Students become familiar with NCTM Standards and "Math Their Way".

Teaching methods: Demonstrations, inquiry, group work, discussions, lecturette, student presentations.

Assignments: Development of teaching materials such as board games and file folder activities, a term paper examining a current issue in mathematics education, two brief biographies of famous mathematicians, an idea file, evaluation of computer software, midterm and final exams, field experience.

Taught: Spring

Prerequisites: EDU 201, EDU 308FE co-requisite, admission to Teacher Education.

Usual size: 5-10

Credit: 3 hours

308FE: Early Childhood Field Experience in Teaching Mathematics.

A component of 308. For course description see EDU 305FE.

Taught: Spring

311: Nature of the Early Childhood Learner.

Goals: To study intensively the learner, age 3 to 10. To gain understanding of appropriate curricula and specific skills necessary to teach young children.

Content: Characteristics, needs, stages of physical, emotional, intellectual and social development of young children. Emphasis on creating learning experiences appropriate to developmental characteristics. Study of levels of learning, multiple group instruction, paraprofessional involvement, parent education, and use of technology in instruction.

Teaching methods: Field experience, lecture, discussion, group work.

Assignments: Observation of several early childhood learning environments, observation analysis, case study, idea file, exams.

Taught: Spring

Prerequisites: EDU 201, admission to Teacher Education.

Usual size: 5-10

Credit: 3 hours

312: Nature of the Middle Grades Learner.

Goals: To develop an understanding of the 10-14 year-old child going through this unique period of growth and development. To appreciate how the academic environment can enhance the learner's growth and development.

Content: Study of the middle school as a special program. This growth period includes the widest range of differences in terms of physical, social, and intellectual growth. This course will focus on each of these areas of growth and how the middle school program addresses the needs of the middle grades student. Includes career education, exploratory classes, health issues.

Teaching methods: Lecture, discussion, team work, case studies.

Assignments: Midterm and final exam, research paper, field observations, case studies.

Taught: Spring

Prerequisites: EDU 201, admission to Teacher Education.

Usual size: 5-10

Credit: 3 hours

315: Teaching Language Arts in Middle Grades.

Goals: To provide the student with basic understanding of concepts related to communication skills, methods of in-

struction, and planning for instruction particularly for the middle grades.

Content: Listening, speaking, writing, grammar, creative and expository writing, punctuation, spelling, and literature for adolescents. Preservice teachers will become familiar with materials used and ways of helping students with different abilities in middle grades language arts.

Teaching methods: Lecture, discussion, demonstrations, video-taping student presentations.

Assignments: Language arts interdisciplinary unit, mastery tests (grammar, spelling, punctuation, parts of speech), video-taped lesson, computerized tutorial activity packet using Hypercard, journals, midterm and final exams, field experience.

Taught: Fall

Prerequisites: EDU 201, EDU 315FE Co-requisite, admission to Teacher Education.

Usual size: 5-10

Credit: 3 hours

315FE: Middle Grades Field Experience in Teaching Language Arts.

A component of 315. For course description see EDU 305FE.

Taught: Fall

316: Teaching Science in Middle Grades.

Goals: To understand how children learn science. To learn how to design meaningful experiences and curricula for middle grades students. To learn to help students develop understanding of the content and processes of, and positive attitudes toward science.

Content: Examination of objectives, experiences, and methods of teaching science in middle grades (4-8). Activity-oriented science and scientific method in teaching and learning emphasized.

Teaching methods: Demonstrations, experiments, inquiry, discussions, group work, lecturette, student presentations.

Assignments: Science unit with interdisciplinary features, learning center, science project, idea file, midterm and final exams, field experience.

Taught: Fall

Prerequisites: EDU 201, EDU 316FE co-requisite, admission to Teacher Education.

Usual size: 5-10

Credit: 3 hours

316FE: Middle Grades Field Experience in Teaching Science.

A component of 316. For course description see EDU 305FE.

Taught: Fall

317: Teaching Social Studies in Middle Grades.

Goals: To experience and practice the use of a variety of social studies teaching strategies that are applicable to middle grades students.

Content: History of social education, philosophy and rationale of social studies, concept development, instructional planning, teacher-centered and learner-centered, 4-8 instructional strategies, interdisciplinary units, reading and writing in social studies, global education, and social studies for the gifted and remedial learner.

Teaching methods: Lecture, discussion, inquiry, decision-making, role playing, simulations, micro-teaching (video-feedback of student presentations), field experience.

Assignments: Seven-to-ten-day social studies unit, micro teaching, personal philosophy of social studies paper, student-centered activity file, midterm and final exams, field experience.

Taught: Fall

Prerequisites: EDU 201, EDU 317FE co-requisite, admission to Teacher Education.

Usual size: 5-10

Credit: 3 hours

317FE: Middle Grades Field Experience in Teaching Social Studies.

A component of 317. For course description see EDU 305FE.

Taught: Fall

318: Teaching Mathematics in Middle Grades.

Goals: To gain knowledge and skills necessary to teach mathematical content and processes. To understand the scope and sequence of middle grades mathematics. To learn how to promote positive attitudes of boys and girls in mathematics.

Content: A study of the content of middle grades mathematics curriculum and the special methods of teaching the material. Materials appropriate to teaching mathematics will be explored including software packages, manipulatives, textbooks, and teacher-made materials. Becoming familiar with NCTM Standards and integrating mathematics with other areas in the middle grades curriculum

Teaching methods: Demonstrations, inquiry, group work, discussions, lecturette, student presentations.

Assignments: Development of teaching materials such as board games and file folder activities, a term paper examining a current issue in middle grades mathematics education, two brief biographies of famous mathematicians, an idea file, midterm and final exams, field experience.

Taught: Spring

Prerequisites: EDU 201, EDU 308FE co-requisite, admission to Teacher Education.

Usual size: 5-10

Credit: 3 hours

318FE: Middle Grades Field Experience in Teaching Mathematics.

A component of 318. For course description see EDU 305FE.

Taught: Spring

325: Methods and Materials of Language Arts for Secondary Education.

Goals: To provide students with the necessary knowledge of strategies and processes of teaching secondary language arts

Content: Listening, speaking, writing, grammar, creative and expository writing, punctuation, spelling, and literature. Preservice teachers will become familiar with materials used and ways of helping students with different abilities in secondary language arts.

Teaching methods: Lecture, discussion, demonstrations, video-taping student presentations.

Assignments: Language arts units, video-taped lesson, journal, midterm and final exam, field experience.

Taught: Fall

Prerequisites: EDU 201, EDU 325 FE co-requisite, admission to Teacher Education.

Usual size: 1-5

Credit: 3 hours

325FE: Secondary Field Experience in Teaching Language Arts.

A component of 325. For course description see EDU 305FE.

Taught: Fall

326: Methods and Materials of Science for Secondary Education.

Goals: To learn how to design meaningful experiences and curricula for secondary students for the understanding of the content and processes of, and attitudes toward science (biology or chemistry).

Content: Examine objectives, experiences, instructional materials, teaching strategies, and evaluation procedures for teaching secondary school science. Activity-oriented and laboratory based science and scientific method in teaching and learning emphasized.

Teaching methods: Demonstrations, experiments, inquiry, discussions, group work, lecturette, student presentations.

Assignments: Science unit, laboratory learning center, science project, idea file, midterm and final exams, field experience.

Taught: Fall

Prerequisites: EDU 201, EDU 326FE co-requisite, admission to Teacher Education.

Usual size: 5-10

Credit: 3 hours

326FE: Secondary Field Experience in Teaching Science.

A component of 326. For course description see EDU 305FE.

Taught: Fall

327: Methods and Materials of Social Studies for Secondary Education.

Goals: To experience and practice the use of a variety of social studies teaching strategies that are applicable to secondary students.

Content: History of social education, philosophy and rationale of social studies, concept development, instructional planning, teacher-centered and learner-centered 7-12 instructional strategies, interdisciplinary units, reading and writing in social studies, global education, and social studies for the gifted and remedial learner.

Teaching methods: Lecture, discussion, inquiry decision-making, role playing, simulations, micro-teaching (video-feedback of student presentations), field experience.

Assignments: Seven-to-ten-day social studies unit, micro-teaching, personal philosophy of social studies paper, student-centered activity file, midterm and final exams, field experience.

Taught: Fall

Prerequisites: EDU 201, EDU 325FE co-requisite, admission to Teacher Education.

Usual size: 1-5

Credit: 3 hours

327FE: Secondary Field Experience in Teaching Social Studies.

A component of 327. For course description see EDU 305FE.

Taught: Fall

328: Methods and Materials of Mathematics for Secondary Education.

Goals: To learn to design and implement effective methods for teaching mathematics to secondary students.

Content: Examines instructional materials, textbooks, media, teaching strategies, and evaluation procedures for teaching secondary mathematics.

Teaching methods: Lecture, discussion, demonstrations, inquiry, student presentations, field experience.

Assignments: Seven-to-ten-day mathematics unit, examination of computer software appropriate for secondary students, peer teaching, mid-term and final exams, field experience.

Taught: Given on demand.

Prerequisites: EDU 201, EDU 328FE co-requisite, admission to Teacher Education.

Usual size: 1-5

Credit: 3 hours

328FE: Secondary Field Experience in Teaching Mathematics.

A component of 328. For course description see EDU 305FE.

Taught: Given on demand.

334: Diagnosis and Remediation of Reading Problems.

Goals: To understand the reading process, assessment of literacy skills, remediation of literacy skills

Content: The nature of reading problems, examination of reading tests, administration and interpretation of tests. Emphasis in individualized approaches with attention to specific learning modalities. Instructional methods, especially including whole language as well as phonics, and psycholinguistic approaches. Media and materials needed in order to plan and implement experiences.

Teaching methods: Lecture, discussion, review and analysis of programs and tests, and computer software.

Assignments: Exams, two case studies, summary and critique of journal articles, student presentations, field

experience.

Taught: Fall

Prerequisites: EDU 201, EDU 344, EDU 334FE co-requisite, admission to Teacher Education.

Usual size: 7-10

Credit: 3 hours

334FE: Field Experience in Diagnosis and Remediation of Reading Problems.

A component of EDU 334. For course description see EDU 305FE.

Taught: Fall

344: Teaching Reading.

Goals: To understand the process of reading and learning to read.

Content: The nature of reading, the development of a reading program, and the integration of reading with other content areas; instructional approaches and methods, especially including whole language as well as phonics; media, materials and software needed in order to plan and implement experiences.

Teaching methods: Lecture, discussion, review and analysis.

Assignments: Exams, student presentations, examination and evaluation of computer software, reviews of journal articles, field experience. Students must register for EDU 344FE.

Taught: Spring

Prerequisites: EDU 201, EDU 344FE co-requisite, admission to Teacher Education.

Usual size: 10-15

Credit: 3 hours

344FE: Field Experience in Teaching Reading.

A component of EDU 344. For course description see EDU 305FE.

Taught: Spring

396, 397: Special Topics in Education.

Goals: To conduct an in-depth study of a special topic in education.

Content: The topics covered will vary from time to time, and a student may take no more than two such courses within the department. Representative special topics include research in education, teaching in a culturally pluralistic society, women in education, informal education in American schools, and special education.

Teaching methods: Seminar, discussion, varies with topic.

Assignments: Research paper, exams.

Taught: Fall, Spring

Prerequisites: Permission of the instructor.

Usual size: 3-5

Credit: 3 hours

402: Classroom Management.

Goals: To understand principles and implement practices of effective classroom management and discipline. To develop a personal philosophy of classroom management consistent with one's educational philosophy.

Content: An intensive study of various models, methods and philosophies of classroom management with emphasis on preventive strategies. Techniques for individual as well as group management including understanding students' needs. Comparison of assertive discipline, humanistic approaches, behavior modification, among others.

Teaching methods: Discussion, lecture, problem solving.

Assignments: Five guided classroom observations with items related to topics of study. A paper outlining the student's philosophy of classroom management. A paper comparing and contrasting the eight models examined in class discussions. Four short quizzes.

Taught: Fall, Spring. Taken during the student teaching semester.

Prerequisites: EDU 201, admission to Teacher Education.

Usual size: 3-15

Credit: 3 hours

404: Seminar in Education.

Goals: To continue the investigation of the nature of education especially related to praxis in early childhood and middle grades teaching.

Content: Analysis of contemporary issues, politics, and problems in education, examination of teaching as a profession, investigations of teaching requirements and responsibilities, as well as analysis of assessment procedures. Research methods.

Teaching methods: Seminar

Assignments: Formal research paper, paper presentation to peers and professors, resume.

Taught: Fall, Spring. Taken during the student teaching semester after its completion.

Prerequisites: EDU 201, admission to Teacher Education.

Usual size: 3-15

Credit: 3 hours

410: Introduction to Exceptional Children.

Goals: To understand and appreciate areas of exceptionality and how exceptional children are mainstreamed into the regular classroom.

Content: An investigation of the problems of children evidencing mental, physical, emotional, and educational difficulties in the classroom, with emphasis on finding and implementing specific adaptive teaching techniques in the regular K-12 classroom. Legal aspects related to P.L. 94-142, teacher and parent preparation, assessment, placement, facilities.

Teaching methods: Lecture, discussion, projects, midterm and final exams.

Assignments: Readings, projects. A 15-hour field experience in local programs is required.

Taught: Fall

Usual size: 10-20

Credit: 3 hours

420: Early Childhood Curriculum, Media and Methods.

Goals: The goal of this course is to provide the preservice teacher with a broad understanding of the elementary school as an institution that serves the needs of both individuals and society. To achieve through the study of curricular patterns of elementary schools and through the study and application of the curriculum development process.

Content: Philosophy of education, current social issues, human development, learning and cognition, the process and methods of early childhood curriculum development, critical analysis of early childhood curricular materials.

Teaching methods: Lecture, discussion, cooperative learning, student presentations of curriculum plans, and curricular materials analysis.

Assignments: Quarter or semester length curriculum plan for an early childhood (K-4th grade) course, curriculum materials analysis, weekly group or individual presentations, midterm and final exams.

Taught: Fall, Spring, after student teaching.

Usual size: 5-10

Prerequisites: EDU 201, admission to Teacher Education.

Credit: 3 hours

430: Middle Grades Curriculum, Media, and Methods.

Goals: To provide the preservice teacher with a broad understanding of the middle school as an institution that serves the needs of both individuals and society. To achieve understanding through the study of curricular patterns of middle schools and through the study and application of the curriculum development process.

Content: Philosophy of education, current social issues, human development, learning and cognition, the process and methods of middle grades curriculum development, critical analysis of middle grades curriculum materials, student presentations, and curricular materials analysis.

Assignments: Quarter or semester length curriculum plan for a middle grades (4th-8th grade) course, curriculum materials analysis.

terials analysis, weekly group or individual presentations, midterm and final exam.

Taught: Fall, Spring, after student teaching.

Prerequisites: EDU 201, admission to Teacher Education.

Usual size: 5-10

Credit: 3 hours

440: Curriculum and Media for Secondary Schools.

Goals: To provide the preservice teacher with a broad understanding of the secondary school as an institution that serves the needs of both individuals and society. To learn the curricular differences between middle and secondary schools. To gain a practical understanding of secondary curriculum development.

Content: Philosophy of education, current social issues, human development, learning and cognition, the process and methods of secondary curriculum development, critical analysis of middle grades curricular materials.

Teaching methods: Lecture, discussion, cooperative learning, student presentations, and curricular materials analysis.

Assignments: Quarter or semester length curriculum plan for a secondary (7th-12th grade) course, curriculum materials analysis, weekly group or individual presentations, midterm and final exam.

Taught: Spring, Fall, after student teaching.

Prerequisites: EDU 201, admission to Teacher Education.

Usual size: 3-8

Credit: 3 hours

451: Directed Independent Study.

Goals: To conduct a detailed study in a particular area of interest.

Content: Varies

Teaching methods: Discussion

Assignments: May include reading, analysis of material, research reports, development of teaching materials.

Taught: Fall, Spring

Prerequisites: Open only to advanced students with permission of Department Chair.

Usual size: 1

Credit: 1-6 hours

452: Field Studies.

Goals: To gain experience in an educational setting.

Content: Work, observation, analysis in an educational environment such as public or private schools, churches, children's organizations, etc.

Teaching methods: Discussion.

Assignments: May include reading, analysis of material, research reports, development of instructional materials or computer materials.

Taught: Fall, Spring, Summer

Prerequisites: Open only to advanced students with permission of the Department Chair.

Usual size: 1

Credit: 1-9 hours

485: Nature of Learning Disabilities.

Goals: To understand characteristics of children with learning disabilities **Content:** Emphasizes learning disorders in the classroom, problems of management, etiological factors, and review of research in the field and current trends.

Teaching methods: Lecture, group work, cooperative learning, simulations.

Assignments: Exams, research paper, observation analysis.

Taught: Given on demand.

Prerequisites: Permission of Department Chair.

Usual size: 6-10

Credit: 3 hours

490: Student Teaching.

Goals: To demonstrate effective methods of teaching students and managing a classroom. To demonstrate professional teaching behaviors.

Content: A minimum of ten full weeks of teaching in the public schools, in Middle Georgia, under the direction of a classroom teachers and a college supervisor.

Teaching methods: Weekly classroom visits, observations. Clinical supervision, conferences.

Assignments: Working effectively with children, a supervising teacher, other faculty, and administration in a public school classroom. Planning, implementing, evaluating lessons. Two weeks of solo teaching.

Taught: Fall, Spring

Prerequisites: EDU 201, admission to Teacher Education, completion of all methods courses, admission to Student Teaching. Placement made only by department of Education.

Credit: 9 hours

ENGLISH

English offers courses in both literature and writing. The literature program covers the entire range of both British and American literature, as well as offering other national literatures (in translation) as part of World Literature. Writing is taught in both composition-intensive courses and integrally with the study of literature. The courses in English are designed to present to the student a broad view of the development of English language and literature and a concentrated study of major figures within that development as well as intensive practice in written language.

Major Program

English offers three different programs: English, English Journalism, and English with Secondary Certification. All three programs prepare students for graduate study and/or professional opportunities.

Major Requirements: English

This major requires 36 hours in English or Humanities beyond English 101, 102, and HUM 251 (all three of which are General Education courses), including:

1. ENG 201, 202, 211, 212;
2. either ENG 307 or 308;
3. either ENG 396 or 397;
4. two courses from each of the following groupings:
 - a. ENG 301, 303, 312, 313, 314;
 - b. ENG 315, 317, 334, 354, HUM 252;
 - c. ENG 327, 329, 342, 344.

Minor Requirements: English

A minor in English shall consist of eighteen (18) hours beyond ENG 102 distributed as follows:

ENG 201	3 hours
ENG 202	3 hours
ENG 211	3 hours
ENG 212	3 hours
Two English courses at the 300 level or above. If both courses are literature, one must be in British, the other in	6 hours

American. No more than one of the two courses may be in Creative Writing.

Major Requirements: English Journalism

This major requires from 47-54 hours, 37-39 in English and Humanities and 10-15 in Communication—all of which are beyond ENG 101, 102 and HUM 251, including:

1. ENG 201, 202, 211, 212, 303, 351*, 356;
2. either ENG 307 or 308;
3. one course from the following: ENG 301, 312, 313, 314;
4. two courses from each of the following groupings:
 - a. ENG 315, 317, 334, 354, HUM 252;
 - b. ENG 327, 329, 342, 344;
5. COM 203, 215, 311, 452*.

*For variable credit: ENG 351 (1-3 hours) and COM 452 (1-6 hours)

Major Requirements: English with Secondary Certification

This major requires 69 hours, 36 in English and 33 in Education—all of which are beyond ENG 101, 102, and HUM 251..

The student seeking English certification must take the following courses in English and in Education:

1. ENG 201, 202, 211, 212, 303, 324, 356;
2. either ENG 307 or 308;
3. one course from each of the following groupings:
 - a. ENG 301, 312, 313, 314;
 - b. ENG 327, 329, 342, 344;
4. two courses from the following: ENG 315, 317, 334, 354, HUM 252;
5. EDU 201, 209, 302, 325, 344, 402, 410, 440, 490;
6. ENG 396 or 397 encouraged.

Resources for Non-Majors

English courses are open to all students since all students take the prerequisites (ENG 101 and 102) as part of the general education curriculum. English courses provide an excellent complement to nearly all majors because the study of literature and writing enables students to read, think, speak, and write well—necessary skills in professional life. Studies show that graduate schools, law schools, medical schools, government agencies, and business and industry choose those who possess these skills and are able to use them effectively.

Postgraduate Opportunities

Students who major in English, English Journalism, or English with Secondary Certification are trained to think critically and analytically and to write competently, so that they will be better prepared for graduate school or careers. Majors often go on to graduate study in English or related fields such as law, medicine, journalism, communication, or librarianship. Students who major in English with Secondary Certification meet state requirements to teach.

ENGLISH (ENG) COURSE DESCRIPTIONS

100a, 100b: English as a Second Language.

Goals: To teach foreign students to speak, understand, write, and read English.

Content: Conversational practice and grammar review supplemented with compositions and readings.

Teaching methods: Emphasis on learning through doing. Conversing with one another, talking and writing about experiences in the United States and at home, research.

Assignments: Oral and written comprehension (cassettes). A variety of writing exercises, examinations.

Taught: ENG 100a Fall. ENG 100b Spring.

Prerequisites: Passing the TOEFL examination for ENG 100a; ENG 100a for ENG 100b.

Usual size: 10

Credit: 3, 3 hours

101: English Composition: Essays.

Goals: To study and teach students to write essays as a means to clear and effective communication. To instruct students in writing essay examinations and research papers.

Content: Reading and writing essays, and learning to write the research paper.

Teaching methods: Discussion, lecture, analysis of writing.

Assignments: Readings, several essays, research paper, and examinations.

Taught: Fall

Usual size: 20

Credit: 3 hours

102: Writing About Great Books.

Goals: To introduce students to Great Works of Eastern and Western Literature and to instruct students how to analyze the literature and how to write effectively about it.

Content: Great Works of Eastern and Western Literature.

Teaching methods: Discussion, lecture, analysis of readings and writing.

Assignments: Readings, essays, examinations.

Taught: Spring

Prerequisite: ENG 101

Usual size: 20

Credit: 3 hours

201, 202: Historical Survey of English Literature.

Goals: To introduce students to the general literary characteristics and to the principal authors of English literature.

Content: Survey of English literature: ENG 201, from 450 A.D. to 1798; ENG 202, from 1798 to the present.

Teaching methods: Discussion and lecture. Some audio materials used.

Assignments: (201) Readings, one or more papers, and examinations. (202) Textbook readings, three novels, quizzes, examinations.

Taught: ENG 201 Fall. ENG 202 Spring.

Prerequisites: English 101 and 102.

Usual size: 25-30

Credit: 3, 3 hours

211, 212: Survey of United States Literature.

Goals: To familiarize the student with the range of American literature through intensive study of major American authors and texts.

Content: Writings by the dominant or important literary figures from America, from the Puritans to modern times. ENG 211 covers the 1600's through 1865; ENG 212 covers 1865 through contemporary.

Teaching methods: Reading, lectures, and class discussions, with an emphasis on textual analysis.

Assignments: Extensive reading, one literary analysis paper, three essay examinations, final.

Taught: ENG 211 Fall. ENG 212 Spring.

Prerequisites: ENG 101 and ENG 102.

Usual size: 25-30

Credit: 3, 3 hours

301: Medieval Literature.

Goals: To examine English literature and culture from 1000 to 1400 with emphasis on Chaucer. To study types of medieval literature and European influences on that literature.

Content: Medieval British literature, featuring Chaucer's *The Canterbury Tales* and *Troilus and Criseyde*.

Teaching methods: Lecture, discussion, and seminar reports.

Assignments: Reading, oral seminar reports, research paper, and examinations.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisites: ENG 101 and ENG 102.

Usual size: 12-15

Credit: 3 hours

303: History of the Language.

Goals: To introduce students to the study of the growth of spoken and written English with emphasis on linguistics, historical, and social changes affecting the development of the English language.

Content: Origins and development of the English language noting influences on it by other Indo-European languages.

Teaching methods: Lecture, discussion, workbook exercises.

Assignments: Textbook readings, workbook, research paper, and examinations.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisites: ENG 101 and ENG 102.

Usual size: 12-15

Credit: 3 hours

307, 308: Shakespeare.

Goals: To introduce students to Shakespeare's plays as works composed for performance in a theatre, as well as literature. To encourage students to gain an in-depth understanding of at least four of these plays. To familiarize students with some of the many influences, from the ancients through Shakespeare's own time, on Shakespeare's drama.

Content: ENG 307: A selection of ten or eleven of Shakespeare's plays: several tragedies, comedies, and chronicles. ENG 308: A different selection of ten or eleven of Shakespeare's plays: several tragedies, comedies, and chronicles.

Teaching methods: Discussion, lecture, recordings, video tapes, and roundtable critiques of productions.

Assignments: Quizzes on the content of each play, independent viewing of tapes, possible attendance at one or more theatrical productions, examinations, and a research paper.

Taught: Fall. Alternate years. 307 given in 1991-1992. 308 given in 1992-1993.

Prerequisites: English 101 and 102.

Usual size: 12-15

Credit: 3, 3 hours

312: Seventeenth-Century English Literature.

Goals: To examine the seventeenth century as a unique period in the history of the development of British literature and to study the major trends in the literature of that era.

Content: Works by the major writers of the period with a concentration on Milton. The metaphysical poets, Jonson, and Webster.

Teaching methods: Reading, lectures, and class discussions, with an emphasis on textual analysis and explication.

Assignments: Extensive reading, one literary analysis paper, three essay examinations, final.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisites: ENG 101 and ENG 102.

Usual size: 18

Credit: 3 hours

313: The English Novel.

Goals: To introduce students to the English novel from its beginnings through the modern period. To teach students the characteristics of the novel as an art form. To teach students to read the novel not only for its content but also for its technique and form.

Content: Seven or eight major English novels.

Teaching methods: Lecture, class discussion, and audio-visual supplements.

Assignments: Readings in the novel and its history, a paper on the history, examinations, class presentation.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisites: English 101 and 102.

Usual size: 8-10

Credit: 3 hours

314: Restoration and Eighteenth-Century Literature.

Goals: To examine the literature of the Restoration and eighteenth century (1660-1800) from a literary perspective as it relates to the larger historical framework of humanity.

Content: Major poets, essayists, dramatists, and novelists, beginning with Pepys and Dryden, continuing with Pope, Swift, and Johnson, among others, and culminating with transitional writers such as Gray and Austen.

Teaching methods: Lecture and seminar type of discussion.

Assignments: Readings, two short papers, class presentation, examinations.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisites: ENG 101 and ENG 102.

Usual size: 10

Credit: 3 hours

315: Romantic Literature.

Goals: To explore the literature of the period in English literature designated as Romantic (1798-1832) from a biographical, literary, and historical perspective as it relates to the larger framework of humanity.

Content: Major poets, essayists, and novelists, beginning with the Pre-Romantics Burns and Blake, and continuing with William Wordsworth, Dorothy Wordsworth, Coleridge, Scott, Byron, Keats, Mary Wollstonecraft, Percy Shelley, Mary Shelley, and others.

Teaching methods: Lecture and discussion.

Assignments: Readings, major paper, class presentation, examinations.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisites: ENG 101 and ENG 102.

Usual size: 10

Credit: 3 hours

317: Victorian Literature.

Goals: To explore the literature of the period in English literature designated as Victorian (1832-1901) from a literary perspective as it relates to the larger historical framework of humanity.

Content: Examples include Dickens, Eliot, Thackeray, The Brontes (Emily, Anne, Charlotte), Hardy, Tennyson, The Brownings (Elizabeth Barrett and Robert), the Pre-Raphaelites, Arnold, Mill, Newman, Hopkins, Wilde, Shaw, Gilbert and Sullivan, among others.

Teaching methods: Lecture and seminar type of discussion.

Assignments: Readings, major paper, class presentation, examinations.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisites: ENG 101 and ENG 102.

Usual size: 10

Credit: 3 hours

320: Modern Literary Criticism.

Goals: To explore the major theories and approaches to literature in conjunction with their practical applications.

Content: Examination of earliest critical theories as a foundation for those of the eighteenth and nineteenth centuries, as well as the contemporary period; examples include Aristotle, Plato, Johnson, Poe, Whitman, Eliot, Woolf, Richards, Brooks, Frye, Byatt, and Sontag, among others.

Teaching methods: Seminar type of discussion.

Assignments: Readings, papers, class presentation, examinations.

Taught: Given on demand.

Prerequisites: ENG 101 and ENG 102.

Usual size: 10

Credit: 3 hours

324: Literature for Children and Adolescents.

Goals: To teach prospective elementary and secondary teachers as well as parents the literature for children and adolescents and to help them establish libraries for children and adolescents.

Content: Various types of literature for preschool through senior high school students.

Teaching methods: Lecture, discussion, oral book reports.

Assignments: Textbook readings, reading of literature for children and adolescents, oral book reports, examinations.

Taught: Spring

Prerequisites: ENG 101 and ENG 102.

Usual size: 12

Credit: 3 hours

327: The Novel in the United States.

Goals: To examine the development of the novel as a prominent American art form through close study of some of the greatest and most influential American novels.

Content: Full-length writings by the American masters of this genre; typically, ten to twelve novels are assigned as readings.

Teaching methods: Reading, lectures and class discussions, with an emphasis on textual analysis.

Assignments: Extensive reading, one literary analysis paper, three essay examinations, final.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisites: ENG 101 and ENG 102.

Usual size: 18

Credit: 3 hours

329: American Short Story.

Goals: To examine the development of the short story as a prominent American art form through close study of representative texts written by some of America's best practitioners of this genre.

Content: Several individual stories and/or collections of stories by America's masters of short fiction, including Poe, Hawthorne, Anderson, Hemingway, Porter, and O'Connor.

Teaching methods: A mix of reading, lectures and class discussions, with an emphasis on textual analysis.

Assignments: Extensive reading, two short literary analysis papers, three essay examinations, final.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisites: ENG 101 and ENG 102.

Usual size: 18

Credit: 3 hours

334: The Literature of Today.

Goals: To introduce to students the work of major English and American poets, novelists, and playwrights since 1940. To familiarize students with sources, techniques, and recent trends in poetry, fiction, and drama.

Content: Novels, plays, and poems.

Teaching methods: Lecture and discussion. Field trips to theatrical productions when they are available.

Assignments: Readings in novels, plays, and poetry, examinations, and a paper.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisites: English 101 and 102.

Usual size: 18

Credit: 3 hours

342: Major Writers on Nineteenth-Century American Literature.

Goals: To provide an intensive study of several texts by a select few of America's best writers of this period, including both fiction writers and poets.

Content: Extensive writings by the authors, typically six to eight, selected for study.

Teaching methods: Reading, lectures, and class discussions, with an emphasis on textual analysis.

Assignments: Extensive reading, one literary analysis paper, three essay examinations, final.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisites: ENG 101 and ENG 102.

Usual size: 18

Credit: 3 hours

344: Major Writers in Twentieth-Century American Literature.

Goals: To provide an intensive study of several texts by a select few of America's best writers of this period, including fiction writers, poets, and dramatists.

Content: Extensive writings by the authors, typically six to eight, selected for study.

Teaching methods: Reading, lectures and class discussions, with an emphasis on textual analysis.

Assignments: Extensive reading, one literary analysis paper, three essay examinations, final.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisites: ENG 101 and ENG 102.

Usual size: 18

Credit: 3 hours

351: Creative Writing: The Short Story.

Goals: To introduce students to the craft and art of writing the short story. Emphasis on technique and revision.

Content: Reading short stories of the twentieth century, and writing short stories.

Teaching methods: Lecture, analysis of published short stories (with an emphasis on technique), criticism of student work and suggestions for revision by private conference, roundtable discussion, and criticism of student work.

Assignments: Reading published short stories, writing short stories, a mid-term portfolio of stories and revisions written to date, a final portfolio of all stories and revisions written during the semester. Final portfolio presented in lieu of a final examination.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisites: English 101 and 102.

Usual size: 10

Credit: 1-3 hours

352: Creative Writing: Poetry.

Goals: To introduce students to the art of writing poetry. Emphasis on form and revision.

Content: Reading twentieth-century poetry and writing poems.

Teaching methods: Some lecture, criticism of student work and suggestions for revision by private conference, roundtable discussion, and criticism of student work.

Assignments: Reading published poems, writing poems, a mid-term portfolio of poems and their revisions written to date, a final portfolio

of poems and their revisions written during the semester. Final portfolio presented in lieu of a final examination.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisites: English 101 and 102.

Usual size: 10

Credit: 1-3 hours

354: English Literature in the Twentieth Century.

Goals: To introduce to students the works of major English poets, playwrights, and novelists from 1900 to 1940.

Content: Readings of poetry, plays and novels of major writers.

Teaching methods: Lecture, and class discussion.

Assignments: Readings, examinations, class presentation, and a research paper.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisites: English 101 and 102.

Usual size: 10

Credit: 3 hours

356: Advanced Expository Writing.

Goals: To introduce students to the principles of rhetoric in composition and criticism and to teach them to improve their writing. To teach those students earning teacher certification how to teach writing.

Content: Theories of rhetoric and composition with emphasis upon word choice, rhetorical tropes, argument, supporting materials, structure, and style.

Teaching methods: Lecture, discussion, class analysis of essays.

Assignments: Textbook readings, essays, writing projects, examinations.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisites: ENG 101 and ENG 102.

Usual size: 17

Credit: 3 hours

396, 397: Special Topics in English.

Goals: To allow students to concentrate on a major writer, a genre, a theme, or a limited period of literary history.

Content: Topics vary, depending on student needs and interest. A student may take no more than two special topic courses. Representative special topics include the psychological novel, satire, personal literature (diaries and letters), Arthurian literature, Southern literature, and American poetry.

Teaching methods: Methods vary according to topic but include lecture, discussion, and reports.

Assignments: Assignments vary with topic and instructor but include readings, reports, papers, and examinations.

Taught: Spring. Alternate years. Given in 1992-1993 or on demand.

Prerequisites: ENG 101 and ENG 102.

Usual size: 8

Credit: 3, 3 hours

451: Directed Independent Study.

Goals: To allow students to select authors, works, genres, or themes to study in-depth.

Content: Varied; a topic agreed upon by student and professor and approved by the Division Chair.

Teaching methods: Varied; dependent upon topic, student, and professor.

Assignments: Assignments vary with topic and professor.

Taught: Fall, Spring

Prerequisite: Permission of the instructor.

Usual size: 1

Credit: 1-6 hours



452: Field Studies.

Goals: To provide practical experience to allow the student to apply what she has learned.

Content: Generally dealing with written communication (e.g., journalism, public relations, etc.); student will perform professional, creative, or research functions under professional supervision.

Teaching methods: Varied; student will receive direction from both a field supervisor and a faculty sponsor.

Assignments: Varied, dependent upon the requirements of the internship.

Taught: Fall, Spring

Prerequisites: Permission of faculty sponsor, Division Chair and Associate Dean.

Usual size: 1

Credit: 1-9 hours

452: Honors.

FRENCH

There is no major in French, but the student may take up to 24 hours of French courses. During the last decade career opportunities for people who speak French have increased considerably with the emergence of the European Community as the world's largest trading block, and with the growing importance in world affairs of the African Francophone nations.

Minor Requirements

A minor in French consists of a minimum of fifteen (15) hours distributed as follows:

FRN 211	3 hours
FRN 212	3 hours
FRN 317	3 hours
FRN 318	3 hours
FRN 331 or 322	3 hours

FRENCH (FRN) COURSE DESCRIPTIONS

101,102: Elementary French.

Goals: To teach students to speak, understand, read, and write simple French.

Content: Subjects used for learning the four basic skills include French Culture, French and Francophone Literatures, Situations.

Teaching methods: Tapes, a workbook and occasional video. Class conducted in French, emphasizes oral exercises.

Assignments: Oral and written weekly tests and a final oral and written examination.

Taught: FRN 101 Fall. FRN 102 Spring.

Prerequisites: FRN 101 or equivalent for FRN 102.

Usual size: 20

Credit: 3 hours

211, 212: Intermediate French.

Goals: To improve and develop speaking, reading, and writing in French through dialogs, magazine articles, literary selections.

Content: Emphasis on comprehension of more advanced conversations and stories. Grammar according to its function—questions, describing, telling, comparing, dialogs. Reading magazine articles and literary selections.

Teaching methods: Discussions in class. Tapes and workbooks. Conducted in French.

Assignments: Oral and written assignments and a test on completion of each chapter in the text. Final oral and written exam.

Taught: FRN 211 Fall. FRN 212 Spring.

Prerequisites: FRN 102 or equivalent for FRN 211; FRN 211 or equivalent for FRN 212.

Usual size: 5-10

Credit: 3, 3 hours

317: Advanced Phonetics and Conversation.

Goals: To increase speaking skills by developing active vocabulary and improving diction..

Content: Conversation generated by oral situations—talking about a movie, a book, a current event, friends, etc. Conversation practiced on a more advanced level with emphasis on pronunciation.

Teaching methods: Conducted in French with intensive oral practice in class. Idioms and sentence patterns emphasized.

Assignments: Oral reports, conversation in class, examinations.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisite: FRN 212 or equivalent.

Usual size: 7-10

Credit: 3 hours

318: Advanced Composition.

Goals: To obtain more flexibility in the writing of short essays, enlarging vocabulary, working toward a French style of expression.

Content: Composition on topics relating to French culture and literature.

Teaching methods: Conducted in French. Discussion of grammar, commentary on writings portraying varied content and style.

Assignments: Weekly compositions, writing exercises, interviews, portraits, poetry, exams.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisite: FRN 212 or equivalent.

Usual size: 5-10

Credit: 3 hours

331: Survey of French Literature.

Goals: To acquaint the student with French literature from the Middle Ages through the Age of Enlightenment, with special attention to historical conditions and the development of literary thought and genres.

Content: French Literature from *Chanson de Roland* to Rousseau.

Teaching methods: Conducted in French. Students expected to acquaint themselves with literary discourse. Lecture and oral student reports.

Assignments: Comprehension questions, oral and written reports and papers, examinations.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisite: FRN 212 or equivalent.

Usual size: 5

Credit: 3 hours

332: Survey of French Literature

Goals: To continue the study of French literature from the nineteenth century to the present. To examine the influence of nineteenth century French politics on writers and poets of the

Content: Romantic poetry and prose, the nov-

els of Balzac, Stendhal and Flaubert. Symbolist poetry, Surrealism, the Nouveau Roman.

Teaching methods: Conducted in French, papers and oral reports and class lectures.

Assignments: Oral and written papers; examinations.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisite: FRN 212 or equivalent.

Usual size: 5

Credit: 3 hours

GEOGRAPHY

GEOGRAPHY (GEO) COURSE DESCRIPTIONS

301: Human Geography.

Goals: To foster an understanding of the relationship between the natural environment and human conditions and to develop greater international awareness.

Content: Examines the relationship between cultures and environment, the interrelationship of cultures, and the basic skills of geography.

Teaching methods: Lectures, discussions, and decision making.

Assignments: Examinations, papers, and map assignments.

Taught: Fall

Usual size: 12-15

Credit: 3 hours

GERMAN

There is no major in German, but the student may take up to 12 hours of German courses.

GERMAN (GER) COURSE DESCRIPTIONS

101,102: Elementary German.

Goals: To teach students to speak, understand, read, and write simple German.

Content: German grammar, culture, and literature and everyday situations.

Teaching methods: Use of text, tapes, and a workbook. Occasional video. Conducted primarily in German, oral exercises emphasized.

Assignments: Oral and written tests and a final oral and written examination.

Taught: GER 101 Fall. GER 102 Spring.

Prerequisites: GER 101 or equivalent for GER 102.

Usual size: 15-20

Credit: 3, 3 hours

211, 212: Intermediate German.

Goals: To improve and develop speaking, reading, and writing in German.

Content: More advanced conversations, magazine articles, literary selections. Grammar taught according to its function—questions, describing, telling, comparing, etc.

Teaching methods: Discussions in class, tapes and workbooks; conducted in German.

Assignments: Oral and written assignments and tests; oral and written final examination.

Taught: GER 211 Fall. GER 212 Spring.



Prerequisites: GER 102 or equivalent for GER 211; GER 211 or equivalent for GER 212.

Usual size: 5-10

Credit: 3, 3 hours

HEALTH AND PHYSICAL EDUCATION

While there is no major program in Health and Physical Education, the curriculum provides numerous opportunities for students to select a variety of courses including individual and dual activities, team sports, dance, aquatics, and personal and community health studies.

HEALTH AND PHYSICAL EDUCATION (HPE) COURSE DESCRIPTIONS

WELLNESS

104: Contemporary Health Science.

Goal: To help the student explore all areas of fitness, wellness, and health.

Content: Setting realistic goals for life-long wellness, incorporating individual physical fitness levels and personal goals. Physical fitness assessment and fitness activities.

Teaching methods: Lecture, discussion, media.

Assignments: Exams, individual projects.

Taught: Fall

Usual size: 20-25

Credit: 3 hours

AQUATICS

103: Red Cross Beginning Swimming.

Goal: To equip individuals with basic water safety and swimming skills.

Content: Red Cross progression of skills.

Teaching methods: Discussion and participation.

Assignments: None

Taught: Fall

Usual size: 6

Credit: 1 hour

201: Red Cross Intermediate Swimming.

Goal: To improve the student's ability to perform coordinated strokes and to increase the student's endurance.

Content: Red Cross Progression of skills.

Teaching methods: Discussion and participation.

Assignments: None

Taught: Fall

Prerequisite: HPE 103 or permission of the instructor.

Usual size: 6-10

Credit: 1 hour

203: Lifeguard Training.

Goal: Certification in American Red Cross Lifeguard Training Program.

Content: Red Cross Requirements for Lifeguard Training.

Teaching methods: Discussion and participation.

Assignments: Quizzes, exams and skill tests.

Taught: Fall

Usual size: 6-10

Credit: 2 hours

303: Water Safety Instructor.

Goal: Certification in the American Red Cross Water Safety Program.

Content: Methods of teaching the different levels of Arc swimming.

Teaching methods: Discussion and participation.

Assignments: Discussion, practice sessions, teaching, and lesson plans.

Taught: Spring

Prerequisite: American Red Cross Emergency Water Safety or Lifeguard Training Certificate.

Usual size: 8-12

Credit: 2 hours

INDIVIDUAL AND DUAL ACTIVITIES

207: Beginning Tennis.

Goal: To master the fundamentals of tennis.

Content: Stroke technique and rules.

Teaching methods: Participation

Assignments: Paper and tests

Taught: Fall

Usual size: 12

Credit: 1 hour

208: Intermediate Tennis.

Goal: To increase the skill level in tennis.

Content: Game situation, continued stroke technique and strategy.

Teaching methods: Participation

Assignments: Paper and tests

Taught: Spring

Usual size: 12

Prerequisite: HPE 207 or permission of the instructor.

Credit: 1 hour

209: Beginning Golf.

Goal: To master the fundamentals of golf.

Content: Rules, regulations, skills, development and use of different clubs.

Teaching methods: Discussion, participation and videos.

Assignments: None

Taught: Spring

Usual size: 12

Credit: 1 hour

210: Intermediate Golf.

Goal: To build on the skill level learned in HPE 209

Content: Rules, regulations and further skill development.

Teaching methods: Discussion, practice and video.

Assignments: none

Taught: Spring

Prerequisite: HPE 209 or permission of the instructor.

Usual size: 12

Credit: 1 hour

211: Fencing.

Goal: To master the fundamentals of foil fencing.

Content: Introduction to basic foil fencing, terminology, rules and conditioning.

Teaching methods: Demonstration and participation.

Assignments: Practice

Taught: Spring

Usual Size: 14

Credit: 1 hour

213: Badminton and Archery.

Goal: To learn the basic skills.

Content: Rules and terminology.

Teaching methods: Demonstration and participation.

Assignments: None

Taught: Spring

Usual size: 12

Credit: 1 hour

217: Beginning Gymnastics.

Goal: To learn beginning skills and routines for apparatus and floor exercise.

Content: Floor work, conditioning, flexibility and terminology.

Teaching methods: Participation

Assignments: None

Taught: Given on demand.

Usual size: 3-5

Credit: 1 hour

218: Intermediate Gymnastics.

Goal: To learn and practice intermediate skills and routines for apparatus and floor exercise.

Content: Continuation of fundamentals of gymnastics.

Teaching methods: Participation

Assignments: None

Taught: Given on demand.

Prerequisite: HPE 217 or permission of instructor.

Usual size: 3-5

Credit: 1 hour

308: Advanced Tennis.

Goal: To increase the student's skill level in tennis from the intermediate level.

Content: Skill development and game strategy.

Teaching methods: Lecture and participation.

Assignments: Students will write a short paper on a topic relating to tennis.

Taught: Given on demand.

Prerequisite: HPE 208 or permission of the instructor.

Usual size: 12

Credit: 1 hour

DANCE

120: Ballet I.

Goal: Ballet technique and theory.

Content: Positions and placement of the body, barre and centre, floor, adage, and allegro work and beginning choreography.

Teaching methods: Participation

Assignments: Tests and individually choreographed pieces.

Taught: Fall. Alternate years. Given in 1991-1992.

Usual size: 15

Credit: 1 hour

121: Ballet II.

Goal: To improve ballet technique and learn intermediate theory.

Content: Barre and centre, floor, adage and allegro work, choreography and variations.

Teaching methods: Participation

Assignments: The student will choreograph own dance and tests.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisite: Ballet I or permission of the instructor.

Size: 15

Credit: 1 hour

220: Ballet III.

Goal: To further improve ballet technique.

Content: Barre and centre floor with possible point combinations, choreography and variations.

Teaching methods: Discussion and participation.

Assignments: Participate in recital.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisite: Ballet II or permission of the instructor.

Usual size: 15

Credit: 1 hour

221: Ballet IV.

Goal: Advanced ballet technique.

Content: Barre and centre floor work, student choreography.

Teaching methods: Discussion and participation.

Assignments: Recital at end of semester.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisite: Ballet III or permission of the instructor.

Usual size: 15

Credit: 1 hour

122: Modern Dance I.

Goal: To introduce the student to movement, rhythm, and body awareness.

Content: Strength and flexibility, basic combinations, rhythm, beginning theory and choreography, and introductory jazz idioms

Teaching methods: Discussion and participation.

Assignments: None

Taught: Fall. Alternate years. Given in 1991-1992

Size: 6

Credit: 1 hour

123: Modern Dance II.

Goal: To continue the study of movement, rhythm, and body awareness.

Content: Centre work and choreography, theory and jazz techniques.

Teaching methods: Participation and discussion.

Assignments: None

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisite: Modern Dance I or permission of the instructor.

Usual size: 4

Credit: 1 hour

222: Modern Dance III.

Goal: To introduce Intermediate Modern Dance principles.

Content: Centre work, choreography and jazz styles.

Teaching Methods: Discussion and participation

Assignments: Participate in recital at end of semester.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisite: Modern Dance II or permission of the instructor.

Usual size: 4

Credit: 1 hour

223: Modern Dance IV.

Goal: To continue the study and techniques of Modern Dance III.

Content: Emphasis on choreography.

Teaching methods: Discussion and participation.

Assignments: Individual choreographed dance.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisite: Modern Dance III or permission of the instructor.

Usual size: 4

Credit: 1 hour

TEAM SPORTS

108. Soccer and Volleyball.

Goal: To learn and practice the techniques, skills, and strategies of soccer and volleyball.

Content: Rules, game situation and position play of each sport.

Teaching methods: Participation and discussion.

Assignments: Tests and individual projects.

Taught: Fall

Usual size: 12

Credit: 1 hour

109: Basketball and Softball.

Goal: To learn and practice the skills and strategies of basketball and softball.

Content: Rules, games situation and position play of each of the sports.

Teaching methods: Participation and discussion.

Assignments: Test, special projects.

Taught: Spring

Usual size: 12

Credit: 1 hour

PROFESSIONAL COURSES

214: First Aid and CPR.

Goal: To train the student for certification in American Red Cross CPR and Standard First Aid.

Content: Causes, preventions, and treatments of cardiopulmonary resuscitation.

Teaching methods: Discussion and participation.

Assignments: Tests

Taught: Given on demand.

Usual size: 20

Credit: 2 hours

323: Camp and Recreation Leadership.

Goal: To introduce the student to a wide variety of outdoor recreational opportunities.

Content: Canoeing, overnight camping, hiking, kayaking, cycling, ropes course, and camp crafts. Total camp program and role of the counselor.

Teaching methods: Group activities, discussion, lecture.

Assignments: Exams, individual and group projects, observations, laboratory experiences.

Taught: Given on demand.

Usual size: 1-5

Credit: 3 hours

330: Foundations of Physical Education.

Goals: To focus on physical education as a discipline and a profession.

Content: Human movement perceived as multifaceted, borrowing from the sciences and behavioral sciences, with application to skill learning and instruction.

Teaching methods: Lecture, discussion, group work.

Assignments: Exams, individual projects, laboratory experiences.

Taught: Given on demand.

Usual size: 1-5

Credit: 3 hours

396,397: Special Topics in Physical Education.

Goals: To examine a special area of health and physical education.

Content: Possible topics include: research design, children's athletics, test and measurement, and adapted physical education.

Teaching methods: Discussion, lecture, group work.

Assignments: Exams, individual projects, laboratory experiences.

Taught: Given on demand.

Usual size: 1-5

Credit: 2 hours

412: Professional Preparation for Elementary School Health and Physical Education.

Goals: To prepare elementary school teachers to teach health and physical education.

Content: Commonly used teaching strategies and materials, understanding the physical growth and development of children.

Teaching methods: Lecture, discussion, group activities, simulations.

Assignments: Exams, observations in schools, development of class equipment.

Taught: Fall

Usual size: 5-10

Credit: 3 hours

451: Directed Independent Study.

Goals: To develop originality of thought and thoroughness of method.

Content: Individually selected topics.

Teaching methods: Discussion.

Assignments: Readings, periodic reports.

Taught: Fall, Spring

Prerequisite: Permission of the instructor.

Usual size: 1

Credit: 1-6 hours

452: Field Studies.

Goals: To gain practical experience in the field of Physical Education.

Content: Work in a physical education setting.

Teaching methods: Discussion

Assignments: Reading related materials, keeping a journal, development of materials, periodic reports.

Taught: Fall, Spring

Prerequisite: Permission of the instructor.

Usual size: 1-5

Credit: 1-9 hours

EQUESTRIAN STUDIES

The goals of the equestrian program include the following: To establish and develop not only the physical skills of riding but also an understanding of the nature of the horse, both as a partner in the enterprise and as a living animal, to engender responsible, thoughtful, skilled and educated understanding of the physical sport of riding and the problems, joys and pressures of working with equines, to develop an understanding of the role of the horse in society. The student may develop the ability to teach her skills to the next generation of riders if she so wishes as well as gain proficiency in a lifetime sport.

Certificate Program in Equestrian Studies

The Certificate Program in Equestrian Studies is intended to meet the needs of students interested in working with horses. It combines classroom courses in equine science, physiology, nutrition, veterinary care, management, and health with practical training in riding, teaching, and training. The certificate is available to all students regardless of major. The program is also available to non-degree seeking students. It will normally be awarded upon completion of the requirements for a Baccalaureate Degree and the completion of the following prescribed 25 hours of courses.

HPE 141	Equine Management I	3 hours
HPE 142	Equine Management II	3 hours
HPE 231	Intermediate Horsemanship	1 hour
HPE 232	Advanced Hunt Seat Equitation	1 hour
HPE 233	Intermediate Flat; Dressage I	1 hour
HPE 235	Advanced Flat; Dressage II	1 hour
HPE 251	Advanced Equine Management	3 hours
HPE 255	Advanced Topics in Equine Management	3 hours
HPE 301	Teaching Riding	3 hours

HPE 452 Field Studies 6 hours
consisting of 2 internships of 3 hours each, 1 internship of 3 hours at Wesleyan stables, and 1 internship of 3 hours at stables off campus.

130: Novice Horsemanship.

Goal: To introduce the student to riding and horses with emphasis on enjoyment and safety.

Content: Handling horses, saddling up, basic riding skills and safety.

Teaching methods: Demonstration, modeling, practice.

Assignments: Written and verbal responses, exam, videos, readings, performance of riding skills.

Taught: Fall, Spring

Usual size: 6

Credit: 1 hour

133: Low Intermediate Horsemanship.

Goal: To develop security and balance in all paces.

Content: Handling horses, refinement of riding skills and safety, transitions.

Teaching methods: Demonstration, modeling, practice.

Assignments: Written and verbal responses, exam, videos, readings, performance of riding skills.

Taught: Fall, Spring

Prerequisite: HPE 130

Usual size: 6

Credit: 1 hour

135: Beginning Jump.

Goal: To introduce the student to jumping.

Content: Counting strides, ground poles, jumping position, small fences, course.

Teaching methods: Demonstrations, modeling, practice.

Assignments: Written and verbal responses, exam, videos, readings, performance of riding skills.

Taught: Fall, Spring

Prerequisite: HPE 133

Usual size: 6

Credit: 1 hour

141: Equine Management.

Goals: To introduce the student to the basic concepts of horse care and management.

Content: Nutrition, disease, lameness, shoeing and foot care, equine behavior, grooming and selection techniques, breeding, legal aspects of horse ownership, stable construction, and management practices.

Teaching methods: Lecture, discussion.

Assignments: Exams, individual projects.

Taught: Fall, Spring

Usual size: 1-15

Credit: 3 hours

142: Equine Management II.

Goals: To continue the study of horse care and management.

Content: Advanced coverage of topics in the first course, safety.

Teaching methods: Lecture, discussion.

Assignments: Exams, individual projects.

Taught: Fall, Spring

Prerequisite: HPE 141

Usual size: 1-15

Credit: 3 hours

231: Intermediate Horsemanship.

Goal: To continue the development of jumping skills.

Content: Refinement of position, striding, increase of obstacle size and number, and difficulty of course to be jumped.

Teaching methods: Demonstration, modeling, practice.

Assignments: Written and oral responses, exams, videos, readings, and performance of riding skills.

Taught: Fall, Spring

Prerequisite: HPE 130 or permission of instructor.

Size: 6

Credit: 1 hour

232: Advanced Hunt Seat Equitation.

Goal: To learn and practice jumping courses up to 3'6", jumping outdoors, jumping young horses.

Content: Further refinement of position, problem striding, dealing with difficult horses and cross country courses.

Teaching methods: Demonstration, modeling, practice.

Assignments: Written and oral responses, exam, videos, readings, and performance of riding skills.

Taught: Fall, Spring

Prerequisite: HPE 231 or permission of instructor.

Size: 6

Credit: 1 hour

233: Intermediate Flat; Dressage I.

Goal: To introduce the student to flat work, the basic principles of dressage. **Content:** Development of a correct seat, use of leg and hand, use of the arena, and letters. Continues with a dressage test about rules and regulations as applied to the sport.

Teaching methods: Demonstration, discussion and videos.

Assignments: Reading, written responses, performance.

Taught: Fall, Spring

Prerequisite: HPE 133

Usual size: 6

Credit: 1 hour

235: Advanced Flat; Dressage II.

Goal: To master movements, reining movements, and collection.

Content: Refinement of seat and aids, theory of classical dressage, collection, balance lateral movements, and more advanced movements.

Teaching methods: Demonstration, discussion and videos.

Assignments: Reading, written responses, performance.

Taught: Fall, Spring

Prerequisite: HPE 231

Usual size: 6

Credit: 1 hour

255: Advanced Topics In Equine Management.

Goal: To achieve greater understanding of equine management for more efficient care and maintenance of the equine athlete.

Content: Nutrition, anatomy, physiology, and pharmacology of the equine species; advanced first aid, veterinary care, breeding, and fitness training.

Teaching methods: Lecture, discussion, video presentations.



Assignments: Laboratory, reading, written, verbal report.

Taught: Fall, Spring.

Usual size: 6

Credit: 3 hours.

301: Teaching Riding.

Goal: To prepare students to teach modern and classical riding with an emphasis on safety and enjoyment.

Content: Theory of classical riding, theory of jumping, safety, establishing control in group lessons, lunge lessons, teaching children, physical problems.

Teaching methods: Demonstration, video presentations, preparing and teaching lessons.

Assignments: Lessons, exams, oral reports, reading, video presentations.

Taught: Fall, Spring 1991-1992. Thereafter, Fall.

Usual size: 8

Credit: 3 hours

HISTORY

The student who pursues a major in history should emerge from the experience endowed with the following attributes: the critical and analytical skills requisite for coping with the problems posed by the rapidly changing world, the ability to construct an appropriate frame of reference in order to understand the nature and meaning of today's world, and the ability to express concepts concisely and forcefully through both oral and written communication. While all history courses should foster these broad goals, each course should also enhance a particular understanding as indicated below.

Major Program

Students contemplating a major in history are urged to take HIS 104,105 in the freshman year and HIS 251, 252 in the sophomore year. A student planning to enter graduate school should study a foreign language. In addition she should take the Graduate Record Examination in the spring of the junior year or early in the fall of the senior year.

Major Requirements

A major in history requires a total of 33 hours including nine courses in history beyond the general education requirement distributed as follows: HIS 251, 252, 399, and any six additional courses in history. HIS 104,105 must be taken to satisfy the general education requirement.

Minor Requirements

A minor in History consists of a minimum of fifteen (15) hours distributed as follows:

HIS 104, 105 or HIS 251, 252 (the sequence not selected to meet general education requirements)	6 hours
HIS 399	3 hours
Any 2 additional offerings in in History exclusive of HIS 199, HIS 451, and HIS 452	6 hours

Postgraduate Opportunities

The program affords a sound foundation for a wide variety of careers. A major in history is ideal for those who intend to engage in graduate work or to pursue careers in law, journalism, civil service, or librarianship. The program is also designed to meet the needs of those who wish to be certified to teach in the secondary schools.

Resources for Non-Majors

All the department's course offerings are open to non-majors.

HISTORY (HIS) COURSE DESCRIPTIONS

104, 105: The Emergence of the Modern World, 1500 to the present.

Goals: To enhance understanding of the factors that have contributed to the growth of modern states and have conditioned their encounters with one another in the global arena.

Content: The making of modern societies and their intersections and encounters since 1500. Ancient and medieval antecedents will be examined in juxtaposition to the modern. Europe, Latin America, India, the Middle East, China, Africa, and Japan. **Fall**, the development of the European nation state and its ancient and medieval antecedents; the development of the Catholic Church and the Protestant Reformation; the European Renaissance; European expansion in the sixteenth century; India: origins through the Mughals; Africa: origins through the sixteenth century; Latin America: origins through the sixteenth century; Europe and their relationship to the classical world; the age of political revolution: England, the United States, France, Latin America. **Spring**, nineteenth century European scientific, philosophic and artistic expression; Latin America, India, and Africa from the seventeenth century through the mid-twentieth century; the growth and expansion of China; the growth and expansion of Japan; Wars I, II, and Cold; the Eastern Mediterranean from the time of Alexander the Great through the demise of the Ottoman Empire; decolonization and the post colonial world; the new nationalism.

Teaching methods: Lecture, discussion and computer-assisted instruction.

Assignments: Examinations, quizzes, and map exercises.

Taught: 104 Fall; 105 Spring

Usual size: 25

Credit: 3, 3 hours

251: U.S. History to 1865.

Goals: To enhance understanding of the United States' emergence from colonial status and her growth as an independent republic.

Content: Examines the birth, expansion, and testing of the United States with attention to matters of race, gender, and class.

Teaching methods: Lecture, discussion, and computer-assisted instruction.

Assignments: Examinations, quizzes, and map exercises.

Taught: Fall

Usual size: 25

Credit: 3 hours

252: U.S. History Since 1865.

Goals: To enhance understanding of the United States' changing role in the global arena and the changing conceptions of the proper role of federal power in the domestic sphere.

Content: The modern American reform impulse, the urbanization and industrialization of the country, and America's role as a world power with attention to matters of race, gender, and class.

Teaching methods: Lecture, discussion, and computer-assisted instruction.

Assignments: Examinations, quizzes, and map exercises.

Taught: Spring

Usual size: 25

Credit: 3 hours

304: The Ancient and Medieval World.

Goals: To enhance understanding of the forces that influenced the creation and transformation of world cultures.

Content: The origins and development of the world's first civilizations through the year 1500. At the discretion of the Chair of the Department, PHI 311 may be substituted for this course.

Teaching methods: Lectures and discussion.

Assignments: Examinations and papers.

Taught: Spring. Given on demand.

Usual size: 6-10

Credit: 3 hours

311: Europe in the Nineteenth-Century.

Goals: To enhance understanding of the forces that shaped Europe during the period between the Congress of Vienna and the Treaty of Versailles.

Content: Examines the Congress of Vienna and the reaction which followed it, the growth of nationalism and imperialism, the problems of and responses to industrialism, and the origins and nature of World War I.

Teaching methods: Lectures and discussion.

Assignments: Examinations, maps, and short papers.

Taught: Fall. Alternate years. Given in 1992-1993.

Usual size: 6-10

Credit: 3 hours

312: Civil War and the Rise of Modern America.

Goals: To enhance understanding of the forces that split the Union and of the human cost of war, reconstruction, expansion and industrialization.

Content: The origins of the Civil War, the nature of Reconstruction, the destruction of the Plains Indians and their environment, the growth of industrialism, and the rise of populism with attention to matters of race and class.

Teaching methods: Lectures, discussion, audio-visual materials.

Assignments: Examinations, critical reviews, HyperCard stack construction option.

Taught: Fall. Alternate years. Given in 1992-1993.

Usual size: 10-15

Credit: 3 hours

315: Contemporary America.

Goals: To enhance understanding of the forces that have shaped contemporary American foreign and domestic policy and the opposition to that policy.

Content: The impact of the great depression and of World War II, America's role as a major power especially in relation to Europe, the growth of the imperial presidency and the quest of the excluded for inclusion in American society.

Teaching methods: Lectures, discussions, and audio-visual materials.

Assignments: Examinations and group projects.

Taught: Spring. Alternate years. Given in 1991-1992.

Usual size: 12-18

Credit: 3 hours

320: American Constitutional Development.

See Political Science 320

325: The United States and Twentieth-Century Nationalism.

Goals: To enhance understanding of America's relationship with those nation's emerging from both formal and informal colonial status following World War II.

Content: The evolution of American policy toward Asian, African, Latin American, and Middle Eastern countries during the twentieth century, particularly since World War II.

Teaching methods: Lectures and discussions.

Assignments: Examinations, quizzes, map assignments, oral reports, short analytical paper.

Taught: Spring. Alternate years. Given in 1992-1993.

Usual size: 8-12

Credit: 3 hours

330: Russia in the Twentieth-Century.

Goals: To enhance understanding of the forces that have shaped the contemporary Russian scene.

Content: Twentieth century Russian/Soviet history, with special emphasis on the Russian revolutions, the triumph of Bolshevism and the development of a totalitarian Marxist state, the role of the Soviet Union in international war and politics, and its changing position in a polycentric world.

Teaching methods: Lectures and discussion.

Assignments: Examinations and book reviews.

Taught: Spring. Alternate years. Given in 1992-1993.

Usual size: 15-18

Credit: 3 hours

396, 397: Special Topics in History.

Goals: To enhance a deeper understanding of and/or an analysis of a highly specialized topic.

Content: An in-depth examination of a special topic in history. Topics vary. A student may take no more than two such special topics courses. Representative special topics include: the American twenties; the American sixties; the Vietnam war.

Teaching methods: Varies with instructor.

Assignments: Varies with instructor.

Taught: Given on demand.

Usual size: 6-10

Credit: 3 hours

399: Methodology and Philosophy.

Goals: To introduce students to the nature of historical inquiry, to the questions such inquiry raises, and to the basics of writing research papers.

Content: A study of the basic methods and tools of historical research and of the philosophical problems posed by the discipline. Required for History, History/Political Science, and International Relations majors, who should take it in their junior year.

Teaching methods: Rigorous questioning, discussion, and analysis.

Assignments: Library exercise; oral reports, and presentation and defense of a research paper.

Taught: Fall

Usual size: 6-10

Credit: 3 hours

401: The Contemporary World.

Goals: To enhance understanding of the forces that have shaped the contemporary world scene.

Content: The forces which have shaped world history since World War I; the political collapse of Europe; the new world roles of the United States, the Soviet Union, and Japan; and the spread of nationalism and technology to the new-

ly emerging nations.

Teaching methods: Lectures and discussion.

Assignments: Examinations and short papers.

Taught: Fall. Alternate years. Given in 1991-1992.

Usual size: 12-15

Credit: 3 hours

403: Age of Jefferson and Jackson.

Goals: To enhance understanding of the simultaneous and ironic growth of nationalism, sectionalism, humanitarianism and slavery.

Content: The growth of the party system, the broadening of democracy, the westward movement, the humanitarian impulse, the development of slavery and the origin of sectionalism with attention to questions of race and gender.

Teaching methods: Lectures and discussion.

Assignments: Examinations, maps, book reviews, HyperCard stack construction option.

Taught: Fall. Alternate years. Given in 1991-1992.

Usual size: 6-10

Credit: 3 hours

451: Directed Independent Study.

Goals: To give the student the opportunity to hone her analytical, research and writing skills.

Content: Flexible program in which a student, by special arrangement with the area chair, may investigate a topic of interest.

Teaching methods: Directed research and discussion.

Assignments: Reading and analysis of selected material, as well as periodic reports and papers.

Taught: Fall, Spring.

Usual size: 1

Credit: 1-6 hours

452: Field Study.

Goals: To allow the student to sharpen her research and analytical skills in an environment outside the classroom.

Content: Actual experience in areas dependent upon historical methodology (museum work, archival work, etc.), coordinated by the college professor supervising the study. While field study hours will count toward the maximum forty-eight hours permitted in the major, they may not be applied toward the minimum thirty-three hours required in the major.

Teaching methods: Field supervision.

Assignments: Vary according to the nature of the project.

Taught: Given on demand.

Prerequisite: Permission of department chair.

Usual size: 1

Credit: 1-9 hours

499: Honors.

HISTORY/POLITICAL SCIENCE

The student who pursues a major in history /political science should emerge from the experience endowed with the following attributes: the critical and analytical skills requisite for coping with problems

posed by a rapidly changing world, the fundamental data essential for understanding the nature and meaning of today's world, and the ability to express concepts concisely and forcefully through both oral and written communication.

Major Program

Students contemplating a major in history/political science area urged to take HIS 104, 105, in the freshman year and HIS 251, 252 and POL 201 in the sophomore year. Students planning to enter graduate school should take a foreign language. In addition, they should take the Graduate Record Examination in the spring of the junior year or early in the fall of the senior year.

Major Requirements

A major in history/political science requires a total of 36 hours, including ten courses in history and political science beyond the general education requirement, distributed as follows: POL 201, 460, HIS 251, 252, 399 and any five additional courses in history and political science. HIS 104, 105 will be completed as part of the general education component.

Minor Requirements

A minor in Political Science consists of a minimum of fifteen (15) hours distributed as follows:

POL 201	3 hours
POL 202 or POL 325	3 hours
POL 304 or POL 311	3 hours
POL 320	3 hours
POL 460	3 hours

Postgraduate Opportunities

The program affords a sound foundation for a wide variety of careers. A major in history/political science is ideal for those who intend to engage in graduate work or to pursue careers in law, journalism, and the civil service.

Resources for Non-Majors

All the department's course offerings are open to non-majors.

POLITICAL SCIENCE (POL) COURSE DESCRIPTIONS

201: American National Government.

Goals: To improve students' understanding of America's political system, including how citizens can influence government through participation in political processes.

Content: The Constitution, federalism, branches of government, the bureaucracy, media, elections, civil rights and liberties, domestic and foreign policy.

Teaching methods: Lectures and discussion; videos, guest speakers.

Assignments: Exams and writing assignments.

Taught: Fall

Usual size: 25

Credit: 3 hours

202: State and Local Government.

Goals: To acquaint students with the importance of state and local government and to analyze the powers, problems and current trends in local government.

Content: The organization and operation of state and community governments with emphasis on the social, economic, and infrastructure problems facing those governments.

Teaching methods: Lectures, discussion, and class projects.

Assignments: Exams and writing assignments.

Taught: Spring. Alternate years. Given in 1991-1992.

Usual size: 8-15

Credit: 3 hours

304: International Politics.

Goals: To familiarize students with some of the major issues and concepts in international relations, including patterns of interaction among nation-states and domestic influences on foreign policy.

Content: The pursuit of power, order and security; nationalism, sovereignty, regionalism and interdependence; international law and organizations; perceptions versus reality.

Teaching methods: Lectures, discussions and videos.

Assignments: Exams and writing assignments.

Taught: Spring

Usual size: 18-25

Credit: 3 hours

308: American Political Parties.

Goals: To provide students with analytical tools for analyzing America's political processes.

Content: The two-party system, splinter parties, party realignment, divided government, interest groups, media and elections, political socialization, emphasizing the role of the party system and interest groups on voter behavior and policy formation.

Teaching methods: Lectures and discussions; guest speakers.

Assignments: Exams, writing assignments, projects.

Taught: Fall. Alternate years. Given in 1991-1992.

Usual size: 6-10

Credit: 3 hours

311: Comparative Politics.

Goals: To develop students' ability to analyze political systems from an objective, comparative perspective.

Content: Theories of political change and methods for comparing political systems; industrialized democracies, socialism, peripheral nations, newly industrialized nations.

Teaching methods: Lectures and discussion.

Assignments: Exams, research papers and class reports.

Taught: Fall

Usual size: 18-25

Credit: 3 hours

320: American Constitutional Development.

Goals: To explore the principles and processes that have shaped America's development as a constitutional democracy, to develop the ability to critically analyze important constitutional questions.

Content: First amendment rights, executive versus legislative powers during wartime, criminal justice, racial and gender discrimination, the right to life, death, privacy and dissent; school prayer, gun control, and the influence of money on elections.

Teaching methods: Video series, "The Constitution: That Delicate Balance"; lectures and discussion; briefing of cases.

Assignments: Exams, briefs, class reports.

Taught: Fall. Alternate years. Given in 1992-1993.

Usual size: 6-10

Credit: 3 hours

325: Public Administration.

Goals: To develop in students an understanding of the major issues and problems associated with public administration.

Content: Administrative theory, management dynamics, ethics and social values, planning and operating public programs.

Teaching methods: Lectures, discussion, class projects.

Assignments: Exams, writing assignments, class reports.

Taught: Spring. Alternate years. Given in 1992-1993.

Usual size: 6

Credit: 3 hours

396, 397: Special Topics in Political Science.

Goals: To engage in an in-depth examination of a special topic in political science.

Content: Topics vary; examples include Women and Politics, Media and Politics, and Political Theory. Students may take no more than two such courses.

Teaching methods: Depending on class size and topic, either traditional lectures and discussion, or individual and class projects and reports and on greater levels of self-motivated learning methods.

Assignments: Exams, readings, projects.

Taught: Given on demand.

Usual size: 1

Credit: 3 hours

435: Problems in International Relations.

Goals: To give qualified students an opportunity to do in-depth directed reading and research in a particular international relations problem.

Content: Any topic in international relations, to be decided upon in consultation with faculty supervisor. Open only to international relations majors.

Teaching methods: Intensive reading, analysis and writing on the selected topic.

Assignment: Research and writing.

Taught: Given on demand.

Usual size: 1

Credit: 3 hours

451: Directed Independent Study.

Goals: To provide opportunities for students to investigate special topics of interest.

Content: Topics are agreed upon through consultation between the student and the instructor and should receive the approval of the department chair.

Teaching methods: Independent research.

Assignments: Reading or other projects as arranged.

Taught: Given on demand.

Usual size: 1

Credit: 1-6 hours

452: Field Study.

Goals: To give students an opportunity to gain actual experience in government service.

Content: Varies with work assignment. While field study hours will count toward the maximum forty eight hours permitted in the major discipline, they may not be applied toward the minimum thirty-six hours required in the

major.

Teaching Method: Work experience is coordinated with reading and conferences under direction of the supervising professor.

Assignments: Work experience opportunities will vary according to availability of job openings and student interests.

Taught: On approval of the department chair.

Usual size: 1

Credit: 1-9 hours

460: Methodology and Philosophy of Political Science.

Goals: To enhance students' grasp of the history, scope and methodologies in political science. Required of all history/ political science and international relations majors and to be taken in the junior year.

Content: Policy issues selected from such areas as national security, economic welfare and social justice.

Teaching methods: Lectures and in-depth discussion.

Assignments: Exams, extensive readings and class reports.

Taught: Spring

Usual size: 6

Credit: 1-9 hours

499: Honors.

HUMANITIES

There is no major in Humanities, but students must take either HUM 251 or 252 as part of their general education requirements and they may choose to take the other course as an elective or as a part of their major.

HUMANITIES (HUM) COURSE DESCRIPTIONS

251, 252: World Literature.

Goals: To introduce students to significant Western, Mid-Eastern, and Eastern works from their beginnings through the present century. Emphasis will be placed on the historical, cultural, and social milieu surrounding each work.

Content: HUM 251 through the thirteenth century: Examples include *The Book of the Dead*; *The Mahabharata*; *The Nibelungenlied*; works by Confucius, Homer, Sappho, Virgil, Dante, among others. HUM 252 from the thirteenth century to the present: Examples include works by Boccaccio, Cervantes, de Vega, Moliere, Goethe, Tolstoy, Ibsen, Kafka, Chopin, Beckett, de Beauvoir, Mishima, among others.

Teaching methods: Lecture and discussion.

Assignments: Readings, short paper, class presentation, examinations.

Taught: HUM 251 Fall. HUM 252 Spring.

Prerequisites: ENG 101 and ENG 102.

Usual size: 25

Credit: 3, 3 hours

INTERNATIONAL RELATIONS

The International Relations major is offered in the History/Political Science department to provide an integrated study of the contemporary international environment.

Major Program

The emphasis is upon world politics and contemporary history with studies in international economics and modern foreign language. The program is compatible with a junior year abroad, and students are encouraged to consider that option. In consultation with the Department Chair, certain courses taken abroad may be substituted for the special field major requirements.

Major Requirements

The major consists of 33 semester hours of upper division work beyond specified general education courses. The general education courses should be completed during the freshman and sophomore years.

I. Required General Education Courses:	12-18 hours
Modern Language: Completion of the 212 level	6-12 hours
HIS 105 World Civilization Since 1800	3 hours
HIS 252 U.S. History Since 1865	3 hours
II. Required Major Courses:	33 hours
ECO 101,102 Principles of Economics	3 hours
ECO 302 International Trade and Finance	3 hours
HIS 325 The United States and Twentieth-Century Nationalism	3 hours
HIS 315 Contemporary America	3 hours
HIS 330 Russia in the Twentieth Century	3 hours
HIS 399 Methodology and Philosophy	3 hours
HIS 401 Contemporary World	3 hours
POL 304 International Politics	3 hours
POL 311 Comparative Politics	3 hours
POL 460 Methodology and Philosophy of Political Science	3 hours

Course descriptions are found under the specific departments.

Postgraduate Opportunities

The major provides an excellent background for those who wish to pursue careers in international organizations (governmental and non-governmental) and in international business. It also provides ideal preparation for those planning careers in communication (print or electronic). The international relations major will help prepare the student for the appropriate graduate program.

Resources for Non-Majors

All department's course offerings are open to non majors.

JAPANESE

While there is no major in Japanese, the following courses are offered. These courses do not fulfill any part of the 6 hour general education requirement for Modern Languages.

JAPANESE (JPN) COURSE DESCRIPTIONS

100a, 100b: Introduction to Japanese Conversation and Culture.

Goals: To teach pronunciation and conversation, to introduce Japanese culture.

Content: Japanese language and culture.

Teaching methods: Conducted in Japanese, the class practices oral and written expression. Videos.

Assignments: Oral and written tests, tapes, and oral and written final examination.

Taught: JPN 100a Fall. JPN 100b Spring.

Prerequisites: None for JPN 100a; JPN 100a or equivalent for JPN 100b.

Usual size: 5-10

Credit: 2, 2 hours

MATHEMATICS

The science of mathematics has fascinated scholars since the beginning of classical thought. The mathematics program seeks to bring to all Wesleyan students the power of disciplined thought, to foster an appreciation of the intrinsic beauty of mathematics, to instill a sound understanding of mathematical concepts, and to present the mathematical tools required by natural and social scientists. Students who major in mathematics have many options and may prepare for careers in industry, government, statistics, and technology, for teaching mathematics, and for graduate study in mathematics and engineering.

Major Program

The mathematics major required sequence provides a thorough grounding in modern mathematics; selected courses permit diversity of interest. Students begin their mathematics programs at the level indicated by their background, interests, and preparation as determined by a placement examination and consultation with a member of the mathematics faculty. Most students who major in mathematics begin with introductory calculus. Internships and research are encouraged and can earn academic credit. Students planning careers in mathematics education must include specific courses for certification.

Major Requirements

The mathematics major requires a total of 44 semester hours. Mathematics courses required are MAT 205, 206, 207, 208, 210, 300, 311, either 312 or 402, and 401, for a total of 27 semester hours. Also required are nine semesters from either 312 or 402, 320, 396, 397, 404, 419. Physics courses PHY 121 and 122 are also required. At least nine semester hours of computer science courses are recommended.

Minor Requirements

A minor in mathematics shall consist of fifteen (15) hours beyond the MAT 205 level distributed as follows:

MAT 206	3 hours
MAT 210	3 hours
Three other courses selected in consultation with the academic advisor and a member of	9 hours

the Mathematics faculty.

Resources for Non-Majors

Some mathematics is a part of the curriculum for all Wesleyan students. Mathematics courses provide necessary skills and concepts essential in natural science, social science, and education. Specific appropriate courses are available to meet these needs. The choice of mathematics courses is determined by the requirements of each discipline, preparedness for mathematics, and is guided by results of a placement examination in consultation with the academic adviser.

Undergraduate Research Opportunities

Independent research is a highly desirable component of the curriculum for mathematics majors. Faculty members welcome the opportunity to support and direct the research efforts of students enrolled in MAT 451, 452, 461, and 462.

MATHEMATICS (MAT) COURSE DESCRIPTIONS

101: College Algebra and Trigonometry.

Goals: To study the essentials of algebra and trigonometry, using a functional approach. To apply these concepts to solving a variety of real world problems.

Content: Essentials of algebra and trigonometry. Functions and their graphs, including algebraic and trigonometric function. Solutions of equations and inequalities.

Teaching methods: Lecture, discussions.

Assignments: Homework, quizzes, midterm and final.

Taught: Fall, Spring

Prerequisites: High School Algebra I and II and Geometry.

Usual size: 25

Credit: 3 hours

110: Survey of Modern Elementary Mathematics.

Goals: To survey essential topics in modern elementary mathematics which are needed by elementary and middle school teachers.

Content: Sets, inductive and deductive logic, validity of arguments, number systems, prime numbers, divisibility tests, history of mathematics, number bases, clock arithmetic, modular arithmetic, groups, geometry, the metric system and simple probability and statistics.

Teaching methods: Lecture, discussions, films.

Assignments: Homework, quizzes, midterm and final; papers.

Taught: Spring. Alternate years. Given in 1992-1993.

Usual size: 15

Credit: 3 hours

112: Geometry for Middle Grade Teachers.

Goals: To survey the elements of geometry needed by middle grades teachers.

Content: Sets, points, lines, curves, angles, polygons, circles, area, volume, congruence, similarity, parallels, simple constructions, transformations, measures, the metric system, and the history of geometry.

Teaching methods: Lecture, laboratory, demonstrations, modeling, films.

Assignments: Quizzes, homework, midterm and final; papers.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisite: MAT 110

Usual size: 6

Credit: 3 hours

120: Statistics.

Goals: To present the logic of designing an experiment and interpreting the quantitative data derived therefrom.

Content: A study of the binomial and normal distributions, measures of central tendency, tests of hypotheses, chi-square tests, tests for homogeneity, and independence, confidence intervals, regression, and correlation.

Teaching methods: Lecture, discussion, study session, computer applications.

Assignments: Quizzes, homework, midterm and final; papers.

Taught: Fall, Spring

Prerequisite: MAT 101

Usual size: 25

Credit: 3 hours

205: Calculus I.

Goals: To study the elements of differential calculus, including limits, continuity, and the derivative. To apply the concept of the derivative in solving a wide variety of problems.

Content: Analytic geometry, limits, continuity, differentiation, the mean value theorem, and application to relative and absolute extrema.

Teaching methods: Lecture, discussions, demonstrations.

Assignments: Homework, quizzes, computer assignments, midterm and final; papers.

Taught: Fall, Spring

Prerequisite: MAT 101 or equivalent.

Usual size: 20

Credit: 3 hours

206: Calculus II.

Goals: To examine the elements of integral calculus and the definite integral. To apply the concept of the integral to solving a variety of problems.

Content: Theory and applications of the definite integral, differentiation and integration of transcendental functions, and techniques of integration.

Teaching methods: Lecture, discussions, demonstrations.

Assignments: Homework, quizzes, computer assignments, midterm and final; papers.

Taught: Spring

Prerequisite: MAT 205 or equivalent.

Usual size: 20

Credit: 3 hours

207: Calculus III.

Goals: To expand the study of calculus to an intermediate level. To apply these concepts to appropriate problems.

Content: Indeterminate forms, improper integrals, parametric equations, numerical methods and approximations, infinite series, conics, polar co-ordinates, and vectors in two and three dimensions.

Teaching methods: Lecture, discussions, demonstrations.

Assignments: Homework, quizzes, computer assignments, midterm and final; papers.

Taught: Fall

Prerequisites: MAT 206 or acceptable score on AP-Calculus AB test and one year or more of calculus.

Usual size: 10

Credit: 3 hours

208: Calculus IV.

Goals: To extend the concepts of calculus to the calculus of several variables and to vector calculus.

Content: Geometry and vectors in two or three dimensions, the derivative in N-space, the integral in N-space, and vector calculus.

Teaching methods: Lecture, discussions, demonstrations.

Assignments: Homework, quizzes, computer assignments, midterm and final; papers.

Taught: Spring

Prerequisite: MAT 207

Usual size: 10

Credit: 3 hours

210: Linear Algebra.

Goals: To introduce the elements of linear algebra. To apply the theory of matrices to solve appropriate problems, including systems of linear equations.

Content: Matrices, determinants, linear systems, vector spaces, bases, linear transformations, inner products, eigenvalues, eigenvectors, and diagonalization.

Teaching methods: Lecture, discussions.

Assignments: Homework, quizzes, computer assignments, midterm and final; papers.

Taught: Fall

Prerequisite: MAT 205

Usual size: 10

Credit: 3 hours

300: Ordinary Differential Equations.

Goals: To explore methods of solving ordinary differential equations. To expand upon the techniques learned in the calculus series.

Content: A study of first and second order differential equations and of higher order linear differential equations, including power series methods, Laplace transform, and a brief introduction to numerical techniques.

Teaching methods: Lecture, discussions.

Assignments: Homework; examinations, both in class and at home; final.

Taught: Spring

Prerequisite: MAT 205, MAT 206, MAT 208 co-or prerequisite.

Usual size: 15

Credit: 3 hours

311: Abstract Algebra I.

Goals: To study the algebraic properties of groups and rings by means of a rigorous axiomatic approach, focusing on the use of logic and on various methods of proof.

Content: A study of groups, subgroups, the Sylow theorems, rings, ideals, domains, unique factorization domains, and ideal domains.

Teaching methods: Lecture, discussions.

Assignments: Homework, presentations, midterm and final; papers.

Taught: Fall. Alternate years. Given in 1991-1992

Prerequisite: MAT 210

Usual size: 10

Credit: 3 hours

312: Abstract Algebra II.

Goals: To continue the study of algebraic properties of rings and fields. To expand understanding and use of various methods of proof. To prepare students for graduate level mathematics.

Content: A study of fields, modules, and Galois theory.

Teaching methods: Lecture, discussions.

Assignments: Homework, presentations, midterm and final; papers.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisite: MAT 311

Usual size: 10
Credit: 3 hours

320: Geometry.

Goals: To examine the properties of Euclidean geometry. To survey the properties of non-Euclidean geometry.

Content: A rigorous study of the properties of Euclidean geometry and an introduction to the elementary properties of non-Euclidean geometries.

Teaching methods: Lecture, discussions.

Assignments: Homework, quizzes, computer assignments, midterm and final; papers.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisites: MAT 205 and MAT 206.

Usual size: 10

Credit: 3 hours

396, 397: Special Topics in Higher Mathematics.

Goals: To provide an opportunity to examine in greater depth an area of higher mathematics.

Content: An in-depth examination of an area in advanced mathematics. The topics covered will vary from time to time and a student may take no more than two such special topics courses. Representative special topics include graph theory, combinatorics, history of mathematics, and mathematical modeling.

Teaching methods: Lecture, discussions, modeling, field trips.

Assignments: Homework, quizzes, midterm and final; papers.

Taught: Fall, Spring

Prerequisite: Permission of instructor.

Usual size: 10.

Credit: 3 hours

401: Real Analysis I.

Goals: To examine more intensively topics presented in the calculus sequence, focusing on the roles of rigorous proof and logic.

Content: A study of the algebraic and topological properties of the ordered field of real numbers, sets, functions, limits, continuity, differentiation, and integration.

Teaching methods: Lecture, discussions.

Assignments: Homework, presentations, midterm and final; papers.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisite: MAT 208

Usual size: 10

Credit: 3 hours

402: Real Analysis II.

Goals: To extend the concepts and techniques presented in MAT 401. To extend the calculus sequence to functions of several variables. To prepare students for graduate level mathematics.

Content: A study of the analytical properties of functions of several real variables, including differentiation, the inverse function theorem, integration, simplexes, and chains.

Teaching methods: Lecture, discussions.

Assignments: Homework, presentations, midterm and final; papers.

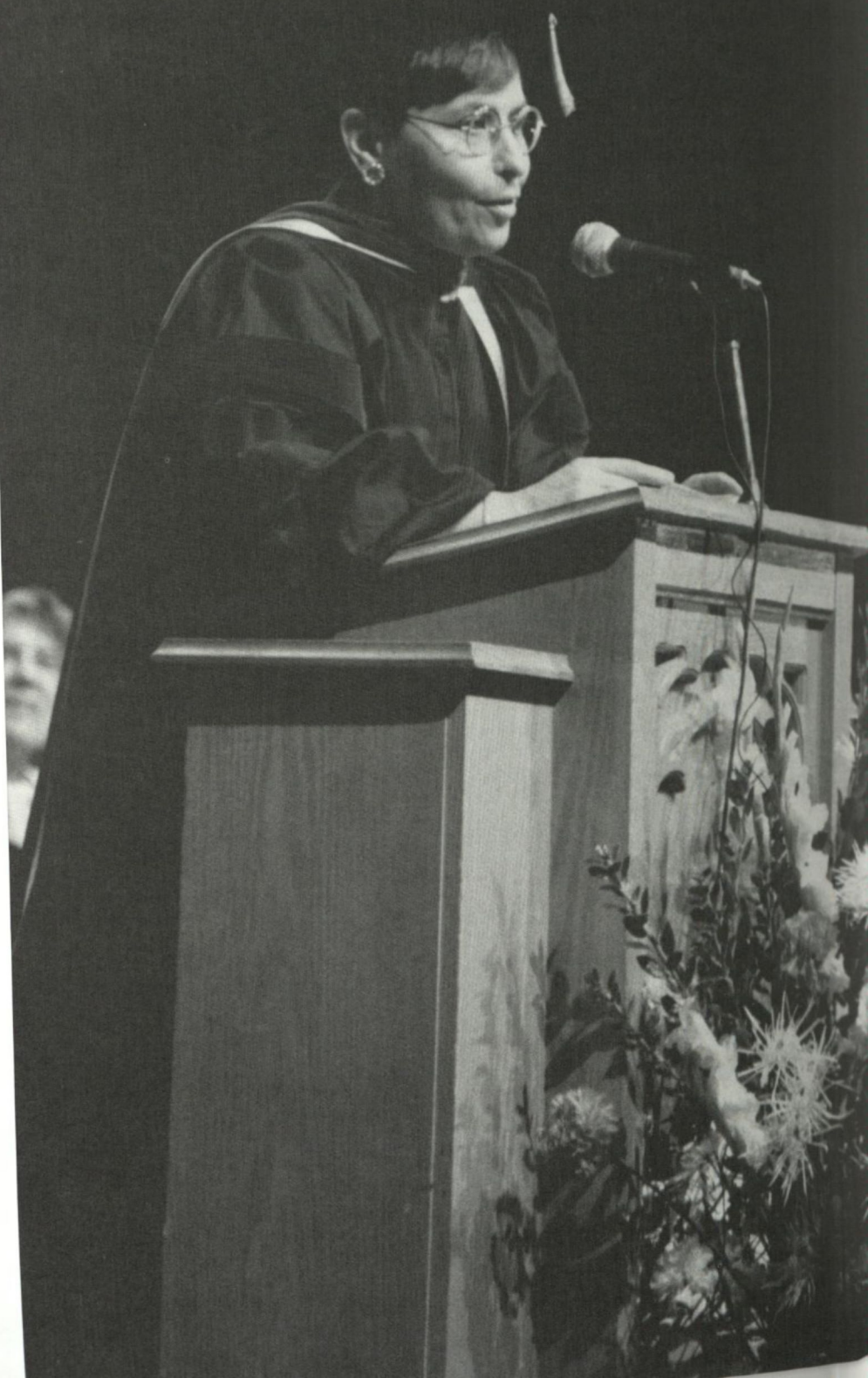
Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisites: MAT 210 and MAT 401

Usual size: 10

Credit: 3 hours

404: Set Theory and Metric Spaces.



Goals: To explore the set-theoretical foundations of mathematics as developed in the twentieth century. To study the basic topological properties of metric spaces.

Content: Topics covered include countable and uncountable sets, well-ordered sets, Zorn's Lemma, the Axiom of Choice, and properties of metric spaces.

Teaching methods: Lecture, discussions.

Assignments: Homework, presentations, midterm and final; papers.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisite: MAT 401 or concurrent registration.

Usual size: 10

Credit: 3 hours

419: Probability and Statistics.

Goals: To study basic mathematical theory, methods, and techniques in probability and statistics, and to examine applications.

Content: A calculus-based treatment of discrete and continuous probability distributions and their applications, including the binomial, hypergeometric, Poisson, uniform, geometric, and normal distributions. Hypothesis testing and chi-square tests.

Teaching methods: Lecture, discussions.

Assignments: Homework, examinations, and final; term paper.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisite: MAT 206

Usual size: 10

Credit: 3 hours

451: Directed Independent Study.

Goals: To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking.

Content: Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified students encouraged to develop originality of thought and thoroughness of method. Emphasis on research methods.

Teaching methods: Individual or group conferences and library research.

Assignments: Presentation, reports or papers, examinations.

Taught: Fall, Spring. Given on demand.

Prerequisite: Approval of division chair.

Usual size: 1-2

Credit: 1-6 hours

452: Field Study.

Goals: To provide the mathematics student with practical experience in some area.

Content: A practical experience in some area of mathematics, such as insurance or teaching. Submits a brief plan including objectives, anticipated activities, a list of readings, and the nature of reports to be submitted to the sponsor.

Teaching methods: Participation in field activity.

Assignments: Presentation, reports, papers, journal.

Taught: Fall, Spring. Given on demand.

Prerequisites: Adequate background, permission of adviser, division chair, faculty sponsor, and Director of the Internship Program.

Usual size: 1-2

Credit: 1-9 hours

499: Honors.

MUSIC

The Music Department at Wesleyan College offers the prospective student professional calibre music training within the context of a liberal arts institution. Trained at some of the finest music programs in the world, the faculty has considerable expertise and experience. Students learn how to perform well and develop fine analytic skills in a program that is at once rigorous and challenging, yet supportive and flexible.

Major Program

A student chooses a concentration in one of the following: Piano, Voice, Organ, Church Music, or Music Education. These programs are designed for students who wish to pursue music in graduate school and/or make music their profession as a teacher or performer.

Major Requirements

A major in music requires a total of 45 hours including 25 hours of course work, 12 hours of applied music, and 8 hours of ensemble. The following courses are required: 121, 122, 123, 124, 135, 221, 222, 223, 224, 331, 332. The 12 hours of applied music with proficiency level of either 202B Piano and 206B Organ or 208B Voice and 101B Piano. At least 25 hours of electives must be in courses other than music.

Minor Requirements

A minor in Music shall consist of a minimum of 18 semester hours, distributed as follows:

MUS 121, 122	6 hours
MUS 123	1 hour
MUS 135*	3 hours

Applied music (private or class lessons at
1 hour per semester for four semesters) 4 hours

Ensemble (1 hour per semester for 4 semesters) 4 hours

*This course cannot be used to fulfill the Fine Arts General Education requirement.

Resources for Non-Majors

Three ensembles are available to all Wesleyan students. The Glee Club, numbering approximately fifty singers, performs a wide variety of music from diverse style periods. The Wesleyannes, a smaller group of roughly a dozen singers, performs a repertoire comparable to that of the Glee Club. In addition, some choreography is integrated into Wesleyanne performances.

The Wesleyan Community Orchestra affords students the opportunity to play in a full symphony orchestra. Many styles, genres, and periods are studied and performed.

The department of Music at Wesleyan College serves all college students by offering applied music instruction, ensembles, and courses. The department also sponsors concerts, recitals, and workshops for the college and the community.

Postgraduate Opportunities

Upon leaving Wesleyan College with a major in music, a student is well qualified to do graduate work at institutions around the country. Most musicians teach: some in grades K-12 as prepared by the major in Music Education, others privately, and still others (with graduate degrees) at colleges and universities. The graduate with the Church Music concentration is a strong candidate for employment in a church as organist and/or choir director. The training of the A.B. degree in Music provides an excellent foundation for gradu-

ate work in the humanities and social sciences as well as music.

Concerts and Recitals

There is ample opportunity to hear music at Wesleyan. Faculty perform frequently. A concert series brings in artists to campus. The Macon Concert Association presents an annual series in Porter Auditorium free of charge to students. The Macon Symphony Orchestra also offers a series in Porter Auditorium, without charge to students. Several times annually, students are taken to Atlanta to attend opera and symphony performances.

Performing Opportunities

In order to qualify for graduation, performance majors must present a half recital in the junior year and a full recital in the senior year. The recital serves in place of the final examination during the term in which it is given. All recitals are reviewed by the entire music faculty and must be judged by them to be at a satisfactory level. Church music majors must perform a half recital in the senior year. Other music majors may give a half recital with the approval of the teacher in their applied primary area. A student planning to give a recital may be asked to perform any portion of her program before a faculty committee three weeks prior to the recital.

Weekly master classes are given in voice and piano. Periodic performance classes in semi-formal settings allow a student to perform for all of her peers. The Glee Club, Wesleyannes, and Wesleyan Community Orchestra all offer performance experience. In addition, the Music Department receives requests from the community for student performances. Generally, the music faculty strongly endorses performances as vital and indispensable, and encourages students to seek out as many such situations as they can.

Concert and Recital Attendance

Wesleyan College sponsors an outstanding series of concerts, workshops, and recitals. The Music Department considers these performances an essential part of the music student's education and therefore requires attendance at designated events.

MUSIC (MUS) COURSE DESCRIPTIONS

HARPSICHORD

109, 110: Harpsichord.

Goals: To develop the technique to perform and the understandings to interpret literature composed for the harpsichord.

Content: Participation in chamber music encouraged.

Teaching methods: Private lessons.

Assignments: Literature studied will concentrate on solo keyboard music of the 17th and 18th centuries and on ensemble music with continuo.

Literature assignments based on ability of student.

Taught: Fall, Spring.

Prerequisite: Music 101 (piano) or audition.

Usual size: Private Lessons.

Credit: 2, 2 hours.

ORGAN

053, 054: Applied Organ.

Goals: To introduce the playing of the organ to students taking organ as a secondary instrument.

Content: Literature assignments based on ability of student. Emphasis will be on articulation, legato manual technique and beginning pedal technique.

Teaching methods: Private lessons.

Assignments: Development of technique necessary to adapt music to a wind instrument played from a keyboard.

Taught: Fall, Spring.

Prerequisite: Some previous keyboard experience as determined by audition.

Usual size: 1

Credit: 1,1 hours.

105, 106: Applied Organ.

Goals: To develop the technique to perform and the understandings to interpret literature composed for the organ.

Content: Literature assignments based on ability of student. Music of representative composers from the North German, Italian, French, and contemporary American schools studied.

Teaching methods: Private Lessons.

Assignments: Study will focus on the development of technique necessary to adapt music to a wind instrument played from a keyboard. Emphasis will be on articulation, legato manual technique and beginning pedal technique.

Taught: Fall, Spring.

Prerequisites: Music 101 (Piano) or audition (audition in piano or organ).

Usual size: 1

Credit: 2,2 hours.

205, 206: Applied Organ.

Goals: To develop the technique to perform and the understanding to interpret literature composed for the organ.

Content: Literature assignments based on ability of student. Music of representative composers from the North German, Italian, French, and American schools.

Teaching methods: Private lessons.

Assignments: Development of technique necessary to communicate musically with the organ and expanding the repertoire of the student. Emphasis on independence of hands and feet leading to the performance of trios. The proficiency level represented by Bach's Prelude and Fugue in A Major, Fantasie and Fugue in C Minor, or chorale preludes of medium difficulty from the Orgelbuechlein or one of Mendelssohn's sonatas required.

Taught: Fall, Spring.

Prerequisite: Music 206 or audition.

Usual size: 1

Credit: 2,2 hours.

305, 306: Applied Organ.

Goals: To develop the musicianship to perform and to interpret organ literature in a concert and/or recital setting.

Content: Focus on the development of a repertoire representative of all significant historical/geographical styles for the organ. Development of understandings and technique for appropriate stylistic interpretations. Proficiency level represented by Bach's Prelude and Fugue in D Major and the more difficult chorale preludes, Brahms's chorale preludes and the Franck Cantabile required. Church music majors with an organ primary expected to transcribe piano scores and orchestral reductions for the organ. Successful completion of a half recital.

Teaching methods: Private lessons.

Assignments: Literature assignments based on ability of student.

Taught: Fall, Spring.

Prerequisite: Music 206.

Usual size: 1

Credit: 2,2 hours.

405, 406: Applied Organ.

Goals: To develop the technique to perform and the understandings to interpret literature composed for the organ in a concert and/or recital setting.

Content: Literature assignments based on ability of student.

Teaching methods: Private lessons.

Assignments: Focus on the development of a balanced repertoire representative of all significant historical/geographical styles for the organ. Development of understandings and technique for appropriate stylistic interpretations with a high degree of artistic expression. Proficiency level represented by Bach's Toccata, Adagio and Fugue, Prelude and Fugue in E flat Major and Franck's Prelude, Fugue and Variation required. Successful completion of a recital.

Taught: Fall, Spring.

Prerequisite: Music 306.

Usual size: 1

Credit: 2, 2 hours.

PIANO

051, 052: Applied Piano.

Goals: To further technical and musical development.

Content: Materials such as the Bastein method book and pieces from the Anna Magdalena Notebook of Bach.

Teaching methods: Private lessons.

Assignments: Varies with the student.

Taught: Fall, Spring.

Prerequisite: Audition.

Usual size: 1

Credit: 1, 1 hour

101, 102: Applied Piano.

Goals: To demonstrate skill in performing vocal accompaniments, to acquire ability to perform a Bach Two-Part Invention or a Sonata, Op. 49, of Beethoven. More demanding repertoire expected from 102 students.

Content: Pieces of diverse styles of the past four hundred years.

Teaching methods: Private lessons.

Assignments: Varies with the student.

Taught: Fall, Spring.

Prerequisite: Audition.

Usual size: 1

Credit: 2, 2 hours

155, 156: Piano Accompanying.

Goals: To achieve facility and expertise at making music. To learn the skills of accompaniment.

Content: Music of various styles.

Teaching methods: Varies with the student

Assignments: Varies with the student.

Taught: Fall, Spring.

Prerequisite: Permission of instructor.

Usual size: 4

Credit: 1, 1 hour

201, 202: Applied Piano.

Goals: To develop greater facility and communication in music.

Content: Works such as Bach's Preludes and Fugues, Beethoven's Sonata, Op.26, and works from the Baroque, Classic, Romantic, and Impressionistic eras.

Teaching methods: Varies with the student

Assignments: Varies with the student

Taught: Fall, Spring

Prerequisite: Audition and demonstration of having mastered the 102 level.

Usual size: 1

Credit: 2, 2 hours

211, 212: Functional Piano Class.

Goals: To acquire keyboard skills related to harmonization and transposition of simple melodies, transposition of simple accompaniments, reading from open score, and simple improvisations. Note: The course satisfies the functional piano proficiency level expected of all music education majors.

Content: Folk tunes, accompaniments for songs appropriate for young people, piano literature, and choral literature.

Teaching methods: Class lessons.

Assignments: Application of keyboard skills and understanding of harmony to situations where the facile use of a keyboard may provide practical solutions.

Taught: Fall, Spring

Prerequisite: Music 101 or consent of instructor.

Usual size: 5

Credit: 1, 1 hour

255, 256: Piano Accompanying.

Goals: To achieve greater facility and expertise at making music with another musician.

Content: Music of various styles.

Teaching methods: Varies

Assignments: Application of keyboard skills and understanding of harmony to situations where the facile use of a keyboard may provide practical solutions.

Taught: Fall, Spring

Prerequisite: Permission of instructor

Usual size: 4

Credit: 1, 1 hour

301, 302, 401, 402: Applied Piano

Goals: Perform satisfactory recital in junior and senior years.

Content: Balanced repertoire from the important periods of music history.

Teaching methods: Varies with the student

Assignments: Varies with the student

Taught: Fall, Spring

Prerequisite: Audition and demonstration of having mastered each level in turn.

Usual size: Private lessons

Credit: 3, 3, 3, 3 hours

VOICE

055, 056: Voice Class.

Goals: To acquaint non-majors and majors whose primary area is not voice with the study of singing and vocal literature.

Content: Study of a variety of vocal music.

Teaching methods: Varies with the student

Assignments: Varies with the student

Taught: Fall, Spring

Usual size: 8

Credit: 1,1 hour

057, 058: Applied Voice

Goals: To acquire vocal technique, style, and literature similar to a beginning voice primary. To be able to display the knowledge in analysis of other voices as well as in her own performance.

Content: Study of a variety of vocal music.

Teaching methods: Varies with the student

Assignments: Varies with the student

Taught: Fall, Spring

Prerequisite: Audition

Usual size: 1

Credit: 1,1 hour

107, 108: Applied Voice.

Goals: To introduce standard classic vocalities and vocal literature.

Content: Varies with vocal music

Teaching methods: Varies with the instructor

Assignments: According to ability and previous vocal experience.

Taught: Fall, Spring

Prerequisite: Audition

Usual size: 1

Credit: 2, 2 hours

207, 208: Applied Voice.

Goals: To learn breath control, tone quality, principles of enunciation and pronunciation as applied to singing. To sing major, minor, and chromatic scales, arpeggios, exercises for agility for sustaining tone, and the classic vowel embellishments. To demonstrate a knowledge of early Italian classics and the ability to sing one or more of the less-exacting arias of opera and oratorio. To acquire facility in the use of at least one language in addition to English.

Content: Varies with the student

Teaching methods: Varies with the student

Assignments: According to ability and previous vocal experience.

Taught: Fall, Spring

Prerequisite: Audition

Usual size: 1

Credit: 2, 2 hours

307, 308: Applied Voice.

Goals: To demonstrate the ability to sing in two languages, a knowledge of the general song literature, and the ability to give a creditable half recital. To master at least two operatic arias, ten to twelve classic and ten to twelve modern songs.

Content: Varies with the student

Teaching methods: Varies with the student

Assignments: According to ability and previous vocal experience.

Taught: Fall, Spring

Prerequisite: Audition

Usual size: 1

Credit: 3, 3 hours

345, 346: Solo Vocal Literature.

Goals: To gain an overview of solo literature through the study of scores, listening, and performance.

Content: Fall term: English and Italian literature. Spring term: German and French literature

Teaching methods: Lecture, discussion

Assignments: Varies with each semester

Taught: Fall, Spring

Usual size: 4-6

Credit: 2, 2 hours

407, 408: Applied Voice.

Goals: To demonstrate the ability to sing in three foreign languages, a knowledge of the general songs literature, and the ability to give a creditable recital. To master at least four operatic arias, twenty classic and twenty standard modern songs.

Content: Varies with the student

Teaching methods: Varies with the student

Assignments: According to ability and previous vocal experience.

Taught: Fall, Spring

Prerequisite: Audition

Usual size: 1

Credit: 3, 3 hours

STRINGS

065, 066: Applied Viola.

Goals: To maximize musical and technical development.

Content: Study of a wide variety of styles, genres, and periods.

Teaching methods: Demonstration, analysis, and discussion.

Assignments: Scales and arpeggios, etudes, and pieces.

Taught: Fall, Spring

Usual size: 1

Credit: 1-2 hours

067, 068: Applied Violin.

Goals: To maximize musical and technical development.

Content: Study of a wide variety of styles, genres, and periods.

Teaching methods: Demonstration, analysis, and discussion.

Assignments: Scales and arpeggios, etudes, and pieces.

Taught: Fall, Spring

Usual size: 1

Credit: 1-2 hours

115, 116, 215, 216, 315, 316: Applied Viola.

Goals: To pass the 216 proficiency, to play scales, arpeggios, and double stops in 2-3 octaves, etudes such as Bruni and Camapagnoli, and compositions encompassing a broad spectrum of material, sonatas of Brahms, works by Hindemith and Schumann, and solo suites of Bach. To show definite advancement in technical development, tone production, interpretive insight, and a general broadening of musicianship to meet the recital requirements.

Content: Sonatas of Brahms, works by Hindemith and Schumann, and solo suites of Bach, as well as other composers.

Teaching methods: Varies with the student

Assignments: Varies with the student

Taught: Fall, Spring

Prerequisite: Audition

Usual size: 1

Credit: 1-3 hours

117, 118, 217, 218, 317, 318: Applied Violin.

Goals: To play scales, arpeggios, and double stops in 3 octaves, and compositions in the first seven positions encompassing a broad spectrum of material. For levels 317 and 318, students to show definite advancement in technical development to meet the recital requirements.

Content: Etudes by Kreutzer and Dancla, concerti of Mendelssohn and Bruch, sonatas of Mozart and Beethoven pieces by Bartok and Stravinsky.

Teaching methods: Varies with the student

Assignments: Varies with the student

Taught: Fall, Spring

Prerequisite: Audition

Usual size: 1

Credit: 1-3 hours

WOODWINDS

061, 062: Woodwinds for Beginners.

Goals: To encourage and further both musical and technical development at an elementary level.

Content: Various styles, genres, and periods.

Teaching methods: Varies with the student

Assignments: Scales and arpeggios, etudes, and pieces.

Taught: Fall, Spring

Usual size: 1

Credit: 1 hour

161, 162, 261, 262: Woodwind Lessons for Experienced Players.

Goals: To encourage and further both musical and technical development at a more advanced level.

Content: Study of various styles, genres, and periods.

Teaching methods: Varies with the student

Assignments: Scales and arpeggios, etudes, and pieces.

Taught: Fall, Spring

Prerequisite: Audition or consent of the instructor

Usual size: 1

Credit: 1 hour

BRASS

063, 064: Brass for Beginners.

Goals: To encourage and further both musical and technical development at an elementary level.

Content: Various styles, genres, and periods.

Teaching methods: Varies with the student

Assignments: Scales and arpeggios, etudes, and pieces.

Taught: Fall, Spring

Usual size: 1

Credit: 1 hour

163, 164, 263, 264: Brass Lessons for Experienced Players.

Goals: To encourage and further both musical and technical development at a more advanced level.

Content: Study of various styles, genres, and periods.

Teaching methods: Varies with the student

Assignments: Scales and arpeggios, etudes, and pieces.

Taught: Fall, Spring

Prerequisite: Audition or consent of the instructor.

Usual size: 1

Credit: 1 hour

CHURCH MUSIC

281: Hymnology.

Goals: To learn historical, theological, and artistic background of hymns and ways of promoting their use.

Content: Hymns from early Greek to contemporary with emphasis on analysis and practical use.

Teaching methods: Lecture, analysis and performance.

Assignments: Reading, research or creative writing project and tests.

Taught: Spring. Alternate years. Given in 1993-1994.

Usual size: 3

Credit: 3 hours

379: Service Music for the Church Organist.

Goals: To learn principles for building programs that demand extended playing (such as weddings and funerals) are examined.

Content: A survey of organ literature from the late Renaissance through the 20th Century, focusing on repertoire that is accessible to the competent organist who has the demands of a weekly performance. Sources for organ accompaniments and principles of hymn arranging are explored. Music composed for the organ from the 14th through the 20th centuries.

Teaching methods: Lecture, demonstration, research

Assignments: Reading, listening, writing, and playing assignments

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisite: Previous or concurrent organ study.

Usual size: 4

Credit: 3 hours

381: Church Choir Management.

Goals: To learn the organizational skills to manage a music program in a church.

Content: Philosophy and objectives, leadership training, time management, budgeting, publicity, recruitment, staff relationships, care of equipment materials and resources.

Teaching methods: Lecture, observations, discussions, interviews.

Assignments: Two book reports, notebooks or portfolios.

Taught: Spring

Prerequisite: MUS 224

Usual size: 3

Credit: 2 hours

383: Current Trends in Church Music.

Goals: To become familiar with current trends in church music; to learn to analyse current practice.

Content: The response of the church music program to a changing liturgy through the effective use of youth choirs, the production of youth musicals, the application of Choreography and liturgical dance to worship.

Teaching methods: Lecture, observations, and discussions.

Assignments: Appraisals, notebooks, or portfolios.

Taught: Fall. Alternate years. Given in 1992-1993.

Usual size: 3

Credit: 3 hours

481: Liturgies.

Goals: To become acquainted with the historical background and theology of contemporary worship forms and to become aware of creative alternatives.

Content: Worship forms and service music including, Jewish, Roman Catholic, Eastern Churches, Episcopal, Lutheran, and with special emphasis on the Evangelical traditions of the United Methodist, Baptist and Presbyterian Churches.

Teaching methods: Lecture, observations, discussions and performance of service music.

Assignments: Readings, notebooks, selecting music for various types of services.

Taught: Fall

Prerequisite: MUS 135

Usual size: 3

Credit: 2 hours

MUSIC EDUCATION

275: Conducting.

Goals: To prepare for leadership in musical ensembles.

Content: Baton technique, score reading, terminology, and rehearsal techniques.

Teaching methods: Demonstration, lecture, and practice exercise, videotapes, and conducting peers.

Assignments: Reading, practice, tests.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisite: MUS 122, MUS 124 or consent of instructor.

Usual size: 6

Credit: 2 hours

276: Conducting and Choral Techniques.

Goals: To develop skills in conducting choral ensembles.

Content: Choral diction, the changing voice, advanced baton technique, and rehearsal techniques.

Teaching methods: Demonstration, lecture, preparation of scores and tests.

Assignments: Reading conducting exercises, preparation of scores and tests.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisite: MUS 275

Usual size: 6

Credit: 2 hours

361: Introduction to the Teaching of Piano

Goals: To prepare students to teach beginners at varying age levels.

Content: Acquaints the student with a variety of teaching methods and materials; stresses early stages of musical and technical development.

Teaching methods: Lecture and demonstration of teaching techniques and materials.

Assignments: Study and performance of didactic materials, piano teaching practicum.

Prerequisites: Completion of 202 level in applied piano.

Taught: Fall. Alternate years. Given in 1992-1993.

Usual size: 4

Credit: 3 hours

372: Teaching Children Through Music.

Goals: To prepare classroom teachers to conduct appropriate music activities in grades K-4.
Content: Basic music concepts, skills and materials appropriate for elementary school children in the classroom.
Teaching methods: Lecture, demonstration, discussions, observations and exercises in music skills
Assignments: Reading, workbook in musical exercises, presentations and lesson plans, and tests.
Taught: Spring
Prerequisite: EDU 209
Usual size: 12
Credit: 3 hours

373: Elementary Methods.

Goals: To prepare for supervision or teaching of music in grades K-6.
Content: Materials, methods, philosophy and trends in elementary school music; planning evaluating; designed for the music specialist.
Teaching methods: Lectures, discussions, demonstrations, and observations.
Assignments: Reading, presentations, reports, one research or creative project and three tests.
Taught: Fall
Prerequisites: MUS 122 and MUS 124 or consent of instructor.
Usual size: 3
Credit: 3 hours

377: Advanced Choral Techniques.

Goals: To become familiar with sources of choral literature from Gregorian chant to contemporary styles with emphasis on style, performance practices and rehearsal techniques.
Teaching methods: Lecture, demonstration, conducting peers.
Assignments: Reading, preparation and conducting of music from various periods and styles, research problems and tests.
Taught: Fall
Prerequisite: MUS 275
Usual size: 3
Credit: 3 hours

467: Voice Methods.

Goals: To teach vocal fundamentals to at least two students.
Content: Varies with the student
Teaching methods: Varies with the student
Assignments: Monthly demonstrations
Taught: Spring. Alternate years. Given in 1992-1993.
Prerequisite: Two years of private voice lessons.
Usual size: 6
Credit: 2 hours

472, 473: Orchestral Instruments Survey

Goals: To learn the basic rudiments and nomenclature of orchestral instruments.
Content: Practical playing and teaching techniques for string, woodwind, and brass instruments.
Teaching methods: Students are assigned an instrument from each family (two each semester) and are taught the basic rudiments and nomenclature for that instrument.
Assignments: Learn to perform exercises and pieces appropriate for beginners
Prerequisites: Major in Music Education or permission of instructor.
Taught: Fall. Alternate years. Given in 1992-1993.
Size: 3-5 students.
Credit: 1, 1 hour.

474: Seminar in Secondary, Middle, and Elementary School Music Methods.

Goals: To learn materials and methods for the general music and choral performance classes at the secondary and middle school levels.

Content: Professional literature, including current journals, assistance in dealing with problems encountered during student teaching.

Teaching methods: Discussion, oral and written reports, lecture, research

Assignments: Reading

Taught: Fall 1991, Spring 1993.

Prerequisite: Admission to Student Teaching.

Usual size: 5

Credit: 3 hours

MUSIC HISTORY AND LITERATURE

134 : Introduction to Opera Literature

Goals: Acquaint student with a variety of standard operatic literature.

Content: Some of the standard operas performed today from the Italian, German, and French repertoire.

Teaching methods: Lecture and instruction for informed and pleasurable listening.

Assignments: Learning operatic terminology and much listening to recorded performances.

Taught: Fall. Alternate years. Given in 1992-1993.

Size: 12

Credit: 3 hours

135: World Music Literature.

Goals: To learn classic examples of Western and non-Western music literature, with emphasis on style, genre, and form in context of the prevailing social-cultural-economic background.

Content: Representative examples of western and non western music literature.

Teaching methods: Lecture, discussion, and improvisation.

Assignments: Listening to music outside of class, attending concerts, writing, test, and final exam.

Taught: Fall, Spring

Usual size: 30

Credit: 3 hours

136 : Introduction to Creativity in Music

Goals: To promote creativity in the art of music through the use of electronic keyboards.

Content: Introduction to basic keyboard skills, incorporating them with the capabilities of the instrument in a creative fashion.

Teaching methods: Demonstration, lecture

Assignments: A set of progressive exercises, based on folk tunes and piano literature.

Taught: Fall, Spring

Size: 10-15

Credit: 3 hours

331, 332: History of Music.

Goals: To become acquainted with the major historical styles in the music of Western Civilization from the Middle Ages through the Baroque (first semester) and from the Pre-Classical through Contemporary (second semester)

Content: A survey of music literature and a study of the forces influencing its development from the Medieval period to the present.

Teaching methods: Lecture, Research Projects

Assignments: Study of recordings, musical scores, live performances, and reading assignments. Music 331 requires a research paper; Music 332 requires an oral presentation.

Taught: Fall

Prerequisite: Some background in music theory or performance is recommended.

Usual size: 6

Credit: 3, 3 hours

341: Piano Literature

Goals: To acquaint the student with the wide body of literature available to pianists from the late Renaissance through the Classical Period.

Content: A survey of literature for the piano from the early English school through the Classical period.

Teaching methods: Lecture and playing of numerous excerpts at the keyboard.

Assignments: Recognition of works played from recordings and knowledge of terminology and the development of music for the piano.

Prerequisites: Completion of at least the 102 level of applied piano.

Taught: Fall. Alternate years. Given in 1992-1993.

Size: 6

Credit: 2 hours

342: Piano Literature

Goals: To acquaint the student with the wide body of literature available to pianists from the Early Romantic Period to the present.

Content: A survey of literature for the piano by Romantic, Impressionist, and Contemporary composers.

Teaching methods: Lecture and playing of numerous excerpts at the keyboard.

Assignments: Recognition of works played from recordings and knowledge of terminology and the development of music for the piano.

Prerequisites: Completion of Music 341

Taught: Spring. Alternate years. Given in 1992-1993.

Size: 6

Credit: 2 hours

THEORY AND COMPOSITION

121, 122: Theory.

Goals: To develop an understanding of notation common in Western music and to explore the functional harmony system upon which polyphonic music has been based since the 17th century.

Content: Music scores, examples, and beginning part-writing, study through analysis.

Teaching methods: Lecture, demonstration, written exercises, keyboard exercises

Assignments: Reading, listening, writing music, analyzing music, playing scales and chord patterns

Taught: Fall, Spring

Usual size: 10

Credit: 3, 3 hours

123, 124: Sight Singing and Dictation.

Goals: To develop musical literacy and aural acuity.

Content: Sight singing and dictation of intervals of chord qualities, rhythms in simple and compound meters, and melodies based on major and minor scales, harmonies including primary and secondary chords.

Teaching methods: Practice in sight singing and dictation of a broad spectrum of music literature.

Assignments: Computer drill, daily exercises, preparation of musical examples and tests.

Taught: Fall, Spring

Usual size: 11

Credit: 1 hour

221, 222: Theory.

Goals: To gain knowledge of and competence in harmony, techniques, and forms of the 18th and 19th centuries; some knowledge of and exposure to materials of the 20th century.

Content: 18th and 19th century music, harmony techniques and forms, exposure to 20th century music.

Teaching methods: Lecture, discussion, and improvisation.

Assignments: Varies

Taught: Fall, Spring

Prerequisite: MUS 122 or consent of instructor.

Usual size: 10

Credit: 3, 3 hours

223, 224: Advanced Sight Singing and Dictation.

Goals: To develop musical literacy and aural acuity.

Content: Melodic, harmonic and rhythmic components of aural perception.

Teaching methods: Practice in writing and performance of music in a variety of styles.

Assignments: Computer drill, daily exercises, preparation of musical examples and tests.

Taught: Fall, Spring

Prerequisite: MUS 124 or equivalent for 223, 223 for 224.

Usual size: 7

Credit: 1 hour

323: Form and Analysis.

Goals: To gain knowledge of and competence in musical architecture and analytical techniques of different periods.

Content: Musical architecture and analytical techniques of different periods.

Teaching methods: Lecture, discussion, improvisation

Assignments: Varies

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisite: MUS 222

Usual size: 4

Credit: 2 hours

325: Counterpoint

Goals: To develop understanding of the contrapuntal style of the Eighteenth Century.

Content: A study of the contrapuntal style of the 18th century; the composition of inventions, fugues, chorale preludes, and other forms of the period, exemplified in the works of J.S. Bach.

Teaching methods: Score analysis, lecture, demonstration, and in class composition.

Assignments: composition of species exercises and of compositions demonstrating understanding of inventions, fugues, choral preludes and other forms of the period.

Prerequisites: Music 222

Taught: Fall. Alternate years. Given in 1992-1993.

Size: 3-5 students

Credit: 2 hours

329, 330: Keyboard Harmony

Goals: To develop the ability to apply knowledge of harmony in a practical fashion.

Content: Harmonize given melodies using a variety of accompaniment patterns, modulation between closely related keys, transposition of accompaniments; realization of figured bass lines, reading from open score, and performance of simple improvisations.

Teaching Methods: Lecture, demonstration

Assignments: Prepare for in-class performance of exercises designed to develop content skills
Taught: Fall, Spring
Prerequisite: Advanced standing in keyboard study or consent of instructor.
Usual size: 4
Credit: 1, 1 hour

ADVANCED WORK

396, 397: Special Topics in Music.

Goals: To offer the student opportunities to pursue fields of study outside of traditionally offered courses.

Content: An in-depth examination of a special area of music. Topics offered vary from time to time. Representative topics include composition, workshop in opera/music theatre specialized ensembles such as handbells and others. A student may take no more than 6 semester hours of special topics courses.

Teaching methods: Varies according to content.

Assignments: Varies according to topic.

Taught: Given on demand

Prerequisite: Depends on course content.

Usual size: 4-6

Credit: 1-3 hours

451: Directed Independent Study:

Goals: To allow the student to explore a field of study not covered in the regular course structure. To allow a concentrated course of study for the serious and independent student.

Content: Independent work in music. For performance majors the work relates to the works performed on the required recital.

Teaching methods: Varies with the student

Assignments: Varies with the student

Taught: Given on demand

Prerequisite: Permission of instructor and Department Chair

Usual size: 1

Credit: 1-6 hours

452: Field Studies in Music.

Goal: To offer the student the opportunity to explore real-life training at churches and business in the community

Content: Practical work in area of major. For church music majors there should be observations and practical work in a well developed church music program.

Assignments: Varies with the student

Teaching methods: Varies with the student

Taught: Given on demand

Prerequisite: Permission of the faculty advisor and faculty sponsor.

Usual size: 1

Credit: 1-9 hours

499: Honors.

ENSEMBLES

001: Glee Club.

Goals: To experience ensemble singing.

Content: Singing a wide variety of choral literature for women's voices with emphasis on style and performance.

Teaching methods: Daily rehearsals, performances at convocations, concerts and a Spring tour.

Assignments: Learning individual parts.

Taught: Fall, Spring

Prerequisites: Consent of instructor.

Usual size: 45-50

Credit: 1 hour

002: Wesleyannes.

Goals: To experience small ensemble singing, where the student performs a variety of music from memory and without a conductor at a high level of musical understanding and expressiveness.

Content: A variety of music, including popular as well as more serious styles. Frequent public appearances.

Teaching methods: Rehearsals, which include student participation in performance, musical, and programming decisions.

Assignments: Students must learn all music from memory

Taught: Fall, Spring

Prerequisites: Annual audition from among students who have satisfactorily completed at least two semesters of Glee Club.

Usual size: 12

Credit: 1 hour

003: Wesleyan Community Orchestra.

Goals: To develop musical and technical facility in a large instrumental ensemble.

Content: Symphonic literature from the standard repertoire, including a variety of styles, genres, and periods.

Teaching methods: Standard orchestral format.

Assignments: Practicing between rehearsals.

Taught: Fall, Spring

Prerequisite: Sufficient instrumental ability, audition

Usual size: 30

Credit: 1 hour

004: Piano Ensemble.

Goals: To gain musicianship in literature for four-hands and two pianos.

Content: Music of various styles

Teaching methods: Varies with the student

Assignments: Varies with the student

Taught: Fall, Spring

Prerequisite: Audition or permission of instructor

Usual size: 4

Credit: 1 hour

PHILOSOPHY

Philosophy is the critical exposition and analysis of fundamental beliefs regarding the nature and meaning of existence and experience. Philosophers raise questions about experience, about that which is experienced, and about the development and use of language. While everyone has fundamental beliefs—and one cannot possibly accept as valid all the beliefs one considers in philosophy courses—philosophical study can help one to formulate questions more carefully so as to clarify the presuppositions and implications of one's beliefs and those of other individuals.

Major Program

The major in philosophy, requiring a total of 36 semester hours, is designed to provide the student with both broad understanding of the development of Western philosophy and deeper insight into particular philosophical problems and movements. In addition to the specific goals listed below, each philosophy course has as its general goal that of helping the student develop more fully (1) her ability to think critically and analytically, (2) her understanding of (a) philosophical problems and issues and (b) significant philosophical accounts of those problems and issues, and (3) her ability to assess the strengths and weaknesses of philosophical positions.

Major Requirements

The Philosophy major consists of 36 hours:

1. PHI 200, 223, 224, 311, 312, and 404;
2. four additional three-hour philosophy courses at the 300- or 400-level.
3. HUM 251 or 252—i.e., the course not taken as a general education course; and
4. HIS 399.

Minor Requirements

A minor in Philosophy consists of a minimum of eighteen (18) hours distributed as follows:

PHI 200	3 hours
PHI 223	3 hours
PHI 224	3 hours
PHI 311 or 312	3 hours
Two additional Philosophy courses at the 300 level or above	6 hours

Resources for Non-Majors

Philosophy courses are open to all students; most of them have no prerequisite. Introductory courses (Phi 151 and 200) provide a basic understanding of philosophical reasoning and how other disciplines emerged from and are related to philosophy. Logic provides an excellent foundation for students preparing for further graduate or professional study. The study of Eastern philosophy and ancient, medieval, and modern Western philosophy courses is an excellent complement to the study of the literature and history of those periods and cultures. Finally, courses in the philosophy of religion and science develop more fully the perspective of students who focus their studies in these areas.

Postgraduate Opportunities

Extensive study in philosophy is appropriate for anyone preparing for a profession in which critical reasoning and careful questioning are important. In addition, philosophical studies provide excellent preparation for students interested in professional programs in law or theology, or in graduate programs in religious studies or philosophy.

PHILOSOPHY (PHI) COURSE DESCRIPTIONS

151: Contemporary Issues and Philosophical Reflection.

Goals: To introduce students to philosophical thought as manifested in a selection of both classic and contemporary

texts. To help participants see the importance and power of philosophical method in understanding and making decisions regarding contemporary issues.

Content: Specific topics vary; representative issues include the appropriateness of abortion or euthanasia, the relationship between science and religion, and the validity of ethical concerns in a business environment. Readings from texts often regarded as philosophical classics and from texts representing alternative voices.

Teaching methods: Discussion, Socratic questioning.

Assignments: Readings, three short papers, class debates, examinations.

Taught: Fall

Usual size: 12

Credit: 3 hours

200: Introductory Survey of Western Philosophy.

Goals: To introduce students to philosophical problems and issues as these have emerged in the history of Western culture. To help participants see each philosophical position in the context of other philosophical positions and the broader cultural context.

Content: Writings by and commentaries on the work of philosophers who have made significant impact on the development of the Western philosophical tradition, including commentaries by individuals representing positions often neglected by the philosophical mainstream.

Teaching methods: Socratic questioning, discussion, lecture.

Assignments: Readings, short papers, examinations.

Taught: Spring

Usual size: 12

Credit: 3 hours

223: Ethics.

Goals: To introduce students to the various issues involved in making moral decisions and to alternative theoretical constructs for making these decisions.

Content: Theories and principles of value and moral decision-making and the application of these theories and principles to problematic situations in personal and professional life.

Teaching methods: Discussion, lecture.

Assignments: Readings, 1-2 class presentations and short papers, examinations.

Taught: Fall

Usual size: 20

Credit: 3 hours

224: Logic.

Goals: To introduce students to fundamentals of logical theory and its application in the development and evaluation of arguments.

Content: Formal and informal reasoning and fallacies, basic symbolic logic.

Teaching methods: Discussion of logic problems, occasional lecture.

Assignments: Readings, problems, examinations.

Taught: Spring. Alternate years. Given in 1992-1993.

Usual size: 8

Credit: 3 hours

311: History of the Western Philosophy: Ancient and Medieval.

Goals: To engage participants in the critical reading and assessment of significant Western philosophers from the ancient and medieval periods, with attention to the broader cultural context in which they developed.

Content: Philosophical accounts of the nature of reality, knowledge, the self, and appropriate human actions, beliefs, and institutions from the ancient and medieval periods. Critical assessments of these philosophical positions, to include assessments by individuals whose perspectives are often neglected by the philosophical mainstream.

Teaching methods: Discussion, occasional lectures.

Assignments: Readings, 1-2 short papers and class presentations, term paper, examinations.

Taught: Fall. Alternate years. Given in 1991-1992.

Usual size: 8

Credit: 3 hours

312: History of Western Philosophy: Modern.

Goals: To engage participants in the critical reading and assessment of significant Western philosophers from the modern period, with attention not only to philosophical positions but also to the broader cultural context in which they developed.

Content: Philosophical accounts of the nature of reality, knowledge, the self, and appropriate human actions, beliefs, and institutions as these accounts were developed in the work of Western philosophers in the modern period. Critical assessments of these philosophical positions, to include assessments by individuals whose perspectives are often neglected by the philosophical mainstream.

Teaching methods: Discussion, occasional lecture.

Assignments: Readings, 1-2 short papers and class presentations, term paper, examinations.

Taught: Spring. Alternate years. Given in 1991-1992.

Usual size: 8

Credit: 3 hours

371: Philosophy of Religion.

Goals: To introduce students to the philosophical issues implied by the nature of religious institutions and symbols.

Content: Philosophical analyses of religious institutions and symbols. Possible topics include the variety of theistic and non-theistic religious positions, the problem of evil, and the relationship between reason and faith.

Teaching methods: Discussion, occasional lecture.

Assignments: Readings, journal, 1-2 class presentations, term paper, examinations.

Taught: Fall. Alternate years. Given in 1992-93.

Usual size: 6

Credit: 3 hours

372: Philosophy of Science and Epistemology.

Goals: To introduce students to the problems involved in the process of explaining and justifying knowledge claims, with emphasis on Western scientific method. To help each participant develop a critical assessment of significant attempts to resolve these problems.

Content: Philosophical issues regarding the effectiveness of human rationality implied by a person's claims to know and understand herself and the world. Specific topics include the nature of explanation and prediction, the role of hypothesis and theory, the attempt to verify or falsify knowledge claims, and the use of mathematics and other deductive systems to support and explicate empirical inquiry.

Teaching methods: Discussion, occasional lecture.

Assignments: Readings, journal, 1-2 class presentations, term paper.

Taught: Spring. Alternate years. Given in 1991-1992.

Usual size: 6

Credit: 3 hours

373: Eastern Philosophy.

Goals: To engage participants in the critical reading and assessment of significant Eastern philosophers, in relation to their Western counterparts and also the broader cultural context in which they developed.

Content: Philosophical accounts of the nature of reality, knowledge, the self, and appropriate human actions, beliefs, and institutions as these accounts were developed in the work of Eastern philosophers.

Teaching methods: Discussion, occasional lecture.

Assignments: Readings, 1-2 short papers and class presentations, term paper, examinations.

Taught: Fall. Alternate years. Given in 1992-1993.

Usual size: 6

Credit: 3 hours

396, 397: Special Topics in Philosophy.

Goals: To engage students in a focused and careful study of a particular area of philosophical inquiry.

Content: Topics will vary according to the interests of the students and the instructor. Possible topics include philosophical sub-fields such as metaphysics or aesthetics, philosophical issues such as those of the understanding of personal identity or the implications of gender in philosophical expression, philosophical schools such as pragmatism or modern British empiricism, and the work of a particularly significant philosopher such as Plato, Kant, or Arendt.

Teaching methods: Discussion, occasional lecture.

Assignments: Readings, 1-2 class presentations and short papers, term paper, examinations.

Taught: Spring. Alternate years. Given in 1992-1993.

Usual size: 6

Credit: 3 hours

404: Contemporary Philosophy.

Goals: To read and assess critically significant proposals in contemporary philosophy. To develop and support a judgment regarding the proper nature and task of what has been called philosophy in the Western tradition.

Content: Philosophical problems and issues emerging in the twentieth century. Readings drawn from works by significant philosophers, representing such philosophical schools as pragmatism, process, logical positivism, phenomenology, existentialism, feminism, and critical theory.

Teaching methods: Discussion, occasional lecture.

Assignments: Readings, journal, class presentations, research paper, examinations.

Taught: Spring. Alternate years. Given in 1992-93.

Prerequisites: Any 300 level philosophy course or permission of instructor.

Usual size: 6

Credit: 3 hours

451: Directed Independent Study.

Goals: To engage an individual student in a sustained research project which culminates in the writing of a paper.

Content: Topic varies according to the interests of the student.

Teaching methods: Discussion.

Assignments: Readings, journal, research paper.

Taught: Given on demand.

Prerequisite: Permission of the instructor.

Usual size: 1

Credit: 1-6 hours

499: Honors.

PHYSICS

While no major is offered in physics, courses are offered in support of other programs. As part of the general curriculum, physical science courses are also offered. Students majoring in mathematics, chemistry, and pre-engineering require physics courses; students planning graduate study in engineering, computer science, or biology should elect physics courses. Students planning to teach in an early childhood program or in middle school should elect PHY 101, 102 as their science sequence.



PHYSICS (PHY) COURSE DESCRIPTIONS

110: Introduction to Physical Science

Goals: To relate selected topics in physics and chemistry to the student's personal experience in the everyday world. To develop the perception that equations are in reality guides for explaining how ideas in our environment are related.

Content: A conceptual presentation of those ideas and methods within the disciplines of physics and chemistry which are fundamental to modern science and technology.

Teaching methods: Lecture, laboratory, discussion, demonstrations, video presentations, films, field trips.

Assignments: Quizzes, midterm and final; reports or papers.

Taught: Fall, Spring

Usual size: 40-48 in lecture sections; 24 in laboratory sections.

Credit: 4 hours

111: Introduction to Physical Science II.

Goals: To expand the integration of the student's personal experience with the principles of physical science to include selected topics in astronomy, geology, and meteorology. To survey these areas and to conduct related laboratory experiments in a manner which is adaptable to the teaching of these topics to elementary school students.

Content: A continuation of PHY 110, covering the ideas, concepts, and methods of astronomy, geology, and meteorology. In combination with PHY 110, satisfies physical science requirements for education majors, open to all students.

Teaching methods: Lecture, laboratory, discussion, demonstrations, video presentations, films, field trips.

Assignments: Quizzes, midterm and final; reports or papers.

Taught: Spring

Prerequisite: PHY 110.

Usual size: 25-48 in lecture sections; 24 in laboratory sections.

Credit: 4 hours

121, 122: General Physics.

Goals: To present the principles of classical physics and their application in modern technology and everyday life. To develop critical thinking skills through problem solving.

Content: A course in classical physics covering Newtonian mechanics, electricity and magnetism, and waves.

Teaching methods: Lecture, laboratory, demonstrations.

Assignments: Quizzes, midterms and final; laboratory reports, problem sets.

Taught: 121 Fall, 122 Spring

Prerequisites: MAT 205 for PHY 121; MAT 206 or permission of instructor, for PHY 122.

Usual size: 20

Credit: 4, 4 hours

128: Modern Physics.

Goals: To study the principles of modern physics, concentrating on quantum and kinetic theories of matter.

Content: A study of the development of modern physics, with emphasis on kinetic theory of matter, quantum theory, the Schrodinger Equation, atomic physics, and other topics of special interest.

Teaching methods: Lecture, laboratory, demonstrations.

Assignments: Quizzes, midterms and final; laboratory reports, problem sets.

Taught: Given on demand.

Prerequisites: MAT 206 or permission of instructor.

Usual size: 20

Credit: 4 hours

396, 397: Special Topics in Physics

Goals: To explore the principles and applications of a sub-discipline of modern physics.

Content: An examination of a special area in physics. The topics will vary from time to time. Representative special topics include: advanced mechanics, quantum physics, statistical physics, thermal physics.

Teaching methods: Lecture, laboratory, demonstrations.

Assignments: Quizzes, midterms and final; reports or papers, problem sets.

Taught: Given on demand.

Prerequisites: MAT 206 or permission of instructor.

Usual size: 5

Credit: 3, 3 hours

PSYCHOLOGY

Psychology is frequently defined as the science of behavior. Psychology has as its primary goals understanding and explaining behavior, predicting behavior, and controlling behavior. Understanding self and others as unique individuals is also a major objective.

Psychology has its origins not only in many disciplines but also in many countries. It has flourished especially in the United States in the past few decades with more than 100,000 psychologists presently found here. At Wesleyan we emphasize an eclectic approach with a wide variety of viewpoints expressed.

Major Program

A major in psychology provides a student with a foundation for graduate and/or professional study. There are numerous fields and specialties available in this discipline, including physiological, developmental, social, psychology of personality, clinical, industrial, and organizational psychology. Interdisciplinary specialties such as psycholinguistics are also options. Some of these require more than a four year degree, and some require graduate work at the doctoral level. But a major in psychology also enables one to enter the world of work without advanced study.

Major Requirements

A major in psychology requires 39 hours for completion. The following courses are required: PSY 101, 102, 120, 205, 206, 305, 306, 307, and 401. SOC 101 and SOC 102 are also required courses. Two additional psychology courses, selected by the student, are to be taken to total 39 hours. An internship in an appropriate setting, while not required, is strongly recommended.

Postgraduate Opportunities

About 47% of psychology graduates with a bachelor's degree enter the job market directly. Another 31% enroll in psychology-related graduate programs, 12% at the doctoral level and 19% at the masters' level; about 7% enroll in law or medicine. Approximately 14% go in directions such as social work. Educational institutions employ about 40% of all psychologists. About 25% of psychologists work in hospitals, clinics, or rehabilitation centers. And, about 20% of psychologists are employed in government agencies.

Resources for Non-Majors

The department has many resources for the non-major. First, the introductory courses (PSY 101 and 102) provide a broad overview to the discipline and would be useful to all other majors on campus. This is true because all disciplines are in one way or other concerned with human behavior. Many students in other disciplines, especially in business, education, and communications find that statistics is an invaluable tool. Some of our courses also appeal to non-majors in terms of practical applications; examples include child psychology, abnormal psychology, and research methods.

PSYCHOLOGY (PSY) COURSE DESCRIPTIONS

101: General Psychology.

Goals: To understand self and others, predicting behavior, understanding and control of behavior. To be able to apply methods of research and application of psychological principles to everyday life.

Content: Research methods; child, adolescent, and adult psychology; psychological testing; personality, abnormal psychology; psychotherapy; social psychology; applied psychology; history of psychology.

Teaching methods: Lecture/discussion; psychological tests; classroom demonstrations; video tapes

Assignments: Computer simulation exercises (5); critiques of professional journal articles (2); review of psychology book; self-study (case-study); five exams.

Taught: Fall, Spring

Usual size: 25

Credit: 3 hours

102: Advanced General Psychology.

Goals: To promote an understanding of human behavior from a general scientific perspective.

Content: Principles of research methodology, physiological processes that mediate psychological functioning, the processes of human perception and cognition, principles of learning and memory, states of consciousness, motivation and emotion.

Teaching methods: Lectures, discussion, and demonstrations.

Assignments: Quizzes, computer applications, group research projects, examinations.

Taught: Fall, Spring

Usual size: 20-25

Credit: 3 hours

120: Statistics.

Goals: To introduce students to the logic of designing an experiment and interpreting the quantitative data derived from it.

Content: A study of the binomial and normal distributions, measures of central tendency, tests of hypotheses, chi-square tests, tests for homogeneity and independence, confidence intervals, regression, and correlation.

Teaching methods: Lecture, discussion, study session, computer applications.

Assignments: Homework, exams, comprehensive final.

Taught: Fall, Spring

Prerequisite: MAT 101

Usual size: 20-25

Credit: 3 hours

205: Abnormal Psychology.

Goals: To lead students to a fuller understanding of abnormal behavior and the ways that psychologists study and attempt to treat it.

Content: Issues and controversies in defining psychological abnormality; classification and description of abnormal behaviors including physical symptoms and stress reactions, anxiety, addictive disorders, sexual dysfunctions, personality disorders, schizophrenia and mood disorders; theory and research on etiology, treatments and prevention of pathology.

Teaching methods: Lectures, class discussion, films and guest lectures.

Assignments: Exams, papers.

Taught: Fall

Prerequisite: PSY 101

Usual size: 15

Credit: 3 hours

206: Psychology of Personality.

Goals: To promote synthesized understanding of the person through an integration of theory and research on human behavior.

Content: Exploration of the environmental and inherited factors which produce a particular personality structure; includes psychoanalytic, humanistic, existential, trait, behavioral, social learning, and cognitive theories.

Teaching methods: Lectures, discussion, in-class exercises.

Assignments: Exams, several short papers, comprehensive final.

Taught: Spring

Prerequisite: PSY 101

Usual size: 15

Credit: 3 hours

207: Physiological Psychology.

Goals: To provide the student with an understanding of physiological processes that mediate psychological functioning.

Content: The biological bases of sensation, perception, learning, memory, cognition, motivation, emotion, and consciousness; overview of recent and significant developments in this area.

Teaching methods: Lectures, discussion, demonstrations

Assignments: Exams, papers.

Taught: Given on demand.

Prerequisites: PSY 101, 102, 120

Usual size: 15-20

Credit: 3 hours

303: Social Psychology.

Goals: To provide students with a scientific understanding of human social behavior in its various forms.

Content: Social perception, attitude formation and change, interpersonal attraction, aggression, group processes, health, gender and others through contemporary social psychological theories and research.

Teaching methods: Lecture, discussion, group exercises.

Assignments: Exams, research papers, final.

Taught: Fall

Prerequisite: PSY 101

Usual size: 15-20

Credit: 3 hours

305: Research Methods in the Behavioral Sciences.

Goals: To provide the student with a thorough review of the application of the scientific method to the study of human behavior. To become familiar with the philosophical roots of social science research, the nature of research materials and methods in the behavioral sciences, and the issues involved in their collection and interpretation. To evaluate critically research results and to be able to apply research methods appropriate to the level of measurement, theoretical issue, and sources of data involved in projects and assignments.

Content: An introduction to the application of the scientific method in the study of human behavior, focus on the philosophy of science and measurement, experimental and quasi-experimental designs for research, survey construction and analysis, and the interpretation and critical evaluation of research results.

Teaching methods: Lecture/discussion

Assignments: Unannounced quizzes, homework assignments, four exams and a research proposal.

Taught: Spring

Prerequisites: PSY 101, PSY 120

Usual size: 15-20

Credit: 3 hours

306: Systems of Psychology.

Goals: To acquaint the student with contemporary points of view in psychology by a survey of modern psychological schools, their historical development, special problems, and contributions to the field.

Content: Historical development and current position of structuralism functionalism, behaviorism, Gestalt psychology, psychoanalysis, and humanistic psychology. Classical readings.

Teaching methods: Lecture/discussion. Some early lab apparatus examined.

Assignments: Four tests, one extensive library research project on the development of a psychological construct involving historical, biographical and bibliographical techniques.

Taught: Fall

Prerequisites: PSY 101, 102, 120, 205, 206

Usual size: 10-15

Credit: 3 hours

307: Psychological Testing.

Goals: To study the value, uses, and limitations of many types of tests including general and special abilities, interests, personality surveys, projectives, aptitudes, etc. To be able to determine reliability and validity of tests.

Content: Study of testing ethics, reliability and validity determination, specific test uses and misuses, statistical analysis of test results.

Teaching methods: Lecture, discussion, demonstrations, taking certain psychological tests, guest school psychologist speakers.

Assignments: Five tests, two journal critiques, ten testing projects.

Taught: Fall

Prerequisites: PSY 101, 102, 120

Usual size: 10-15

Credit: 3 hours

314: Learning and Memory.

Goals: To provide students with a clear and comprehensible integration of classic and contemporary achievements in the field of learning and memory.

Content: Principles of respondent and operant conditioning as well as memory and cognition in terms of possible mechanisms, current research, the theory. Emphasis on the application of such principles to practical issues.

Teaching methods: Lecture, discussion, demonstrations, computer simulated laboratories.

Assignments: Exams, lab reports, paper.

Taught: Given on demand.

Prerequisites: PSY 101, 102, 305, 120, or permission of division chair.

Usual size: 10-15

Credit: 3 hours

331: Child Psychology.

Goals: To study behavior and development from conception to adolescence with emphasis on infancy and early childhood. To understand theory, research methods, and major findings of developmental psychology.

Content: Genetic influences, prenatal influences, physical development, language, cognitive development, social-emotional development.

Teaching methods: Lecture, discussion, video tapes, testing demonstration of child, field trip-neonatal center.

Assignments: Five tests, case-study of child, journal critiques.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisite: PSY 101

Usual size: 20

Credit: 3 hours

332: Psychology of Adolescence & Early Adulthood.

Goals: To understand the physical, cognitive, social, and personality development which characterizes adolescence and early adulthood. To understand theory, research methods and major research findings related to adolescents.

Content: Genetic influences, social and cultural influences, intellectual development, school influences, peer influences, self-concept, special problems of adolescents, sexual development.

Teaching methods: Lecture/discussion, video tapes, case study of adolescent, journal critiques.

Assignments: Four tests, case-study, journal critiques, examination.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisite: PSY 101

Usual size: 20

Credit: 3 hours

396, 397: Special Topics in Psychology.

Goals: To understand psychological topics not covered in depth in other courses offered in the department.

Content: Topics vary. A student may take no more than two such special topics courses. Representative topics include counseling techniques, psychology of adjustment, applied psychology, human sexuality.

Teaching methods: Varies with instructor.

Assignments: Varies with instructor.

Taught: Given on demand.

Prerequisites: PSY 101 and consent of instructor.

Usual size: 10

Credit: 3 hours

401: Senior Seminar.

Goals: To encourage senior psychology students to apply their accumulated knowledge to critical analysis of selected issues and problems in psychology.

Content: Group study and discussion of important psychological problems and topics. Content may vary from year to year.

Teaching methods: Student presentations, discussion, exercises.

Assignments: Varies, depending upon content area. Typically exams, papers or research project.

Taught: Fall

Prerequisites: PSY 101, 102, 120, 205, 206, 305

Usual size: 5-15

Credit: 3 hours

451: Directed Independent Study.

Goals: To provide opportunities to engage in faculty-supervised or student-controlled research projects. To study a topic in depth not ordinarily offered by the department.

Content: Topics vary. Examples: Aids Research Project; Abortion Attitudes; Projective Techniques; Analysis of Childhood Fairy Tales.

Teaching methods: Varies with instructor.

Assignments: Varies with instructor.

Taught: Fall, Spring

Prerequisites: Major of Senior standing, and consent of instructor.

Usual size: 1

Credit: 3 hours

452: Field Study.

Goals: To gain experience in application of psychological findings to community settings including psychiatric hospitals, social service agencies, crisis line, etc.

Content: Varies with instructor.

Teaching methods: Conferences with college and field supervisors, observations, research projects, active participation.

Assignments: Readings, Daily Journal, Final Report.

Taught: Fall, Spring. Given on demand.

Prerequisite: Major of Senior standing, and consent of instructor.

Usual size: 5

Credit: 3 hours

499: Honors.



RELIGION

Religion is the critical study of the ways in which persons' experiences and beliefs reflect a concern for deities and/or other pivotal values. The student of religion develops a broad methodological base from areas such as history, sociology, and literature to address comprehensively and cross-culturally such issues as the origins of religious communities, their similar and divergent practices and beliefs, the literature these communities produce, and how and why they name their gods.

Major Program

Religious studies is a program interdisciplinary by nature that prepares students for careers in a variety of professions as well as for further study in graduate and professional schools.

Major Requirements

A religion major consists of 30 hours.

1. Religion 100, 151 or 230, 252, 402
2. Five (5) additional courses at the 300-400 level
3. Humanities 251 or 252 whichever is not taken as a general education course.

Resources for Non-Majors

Religion courses are open to all students and are excellent resources for learning about other cultures. Also, for students in the humanities and social sciences, the study of religion represents an excellent opportunity to practice the various methodologies used in other areas of study.

Postgraduate Opportunities

The study of religion prepares a student for graduate programs in religion, for professional programs in religion or religious education, or for any profession in which creative and critical thinking is a requirement.

RELIGION (REL) COURSE DESCRIPTIONS

100: Introduction to Religious Studies.

Goals: To introduce students to methodologies for the critical study of religion and to study those characteristics of religion and the religious experience that seem to pervade a variety of religious traditions. To develop a working definition of religion as well as an appreciation of the cross-cultural dimension of the religious experience and the role this experience plays in self-development.

Content: Introductory texts in religious studies; primary sources from particular religious traditions.

Teaching methods: Discussion and lecture.

Assignments: Readings, essays, and examinations.

Taught: Fall, Spring

Usual size: 25

Credit: 3 hours

151: Survey of the Bible.

Goals: To introduce students to the literature of the Hebrew Scripture and the New Testament and to modern critical methods for studying these texts. To gain an understanding of these texts from historical, sociological, and literary perspectives.

Content: The Hebrew Scripture and the New Testament; some secondary sources as needed.

Teaching methods: Discussion and lecture.

Assignments: Readings, essays, and examinations.

Taught: Fall

Usual size: 25-30

Credit: 3 hours

230: Christian Thought.

Goals: To introduce students to the varieties of philosophical, religious, and theological discourses which place themselves within the Christian tradition.

Content: Primary texts of the Christian and Jewish traditions; secondary texts when necessary. Special emphasis on the contemporary discussions in Christian thought, issues of gender and Christian discourse.

Teaching methods: Discussion and lecture.

Assignments: Readings, examinations, journal.

Taught: Spring

Usual size: 8

Credit: 3 hours

252: Sacred Texts East and West.

Goals: To introduce the primary texts of many of the world's religious traditions and to critical methods for evaluating these texts. To gain an introduction to and an appreciation for the beliefs and practices of a variety of religious traditions, including Hinduism, Buddhism, Taoism, and Confucianism; Judaism, Christianity, and Islam.

Content: Primary texts from each religious tradition; when necessary, secondary texts about the traditions. Comparative studies will be a major dimension of this class.

Teaching methods: Discussion lecture, films, and art.

Assignments: Readings, essays, and examinations.

Taught: Spring. Alternate years. Given in 1992-1993.

Usual size: 20

Credit: 3 hours

303: Advanced Topics in Bible.

Goals: To introduce students to special topics in the Hebrew Scripture or the New Testament for detailed critical study.

Content: Biblical texts; when necessary, secondary sources. Examples of special topics: Genesis, Wisdom literature, or the Prophets in the Hebrew Scripture; Parables, Pauline literature, or the Gospels in the New Testament.

Teaching methods: Discussion, lectures when needed.

Assignments: Essays, class presentations, final examination.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisite: REL 151

Usual size: 10

Credit: 3 hours

310: Religion and Society.

Goals: To introduce students to sociological methods as these are applied in the study of religion and to the understandings of religion which are gained by these methods.

Content: Writings in the sociology of religion, including not only a survey text which provides a general overview of the field but also monographs and/or essays which develop particular sociological perspectives in more detail.

Teaching methods: Lecture, discussion.

Assignments: Readings, term papers, examinations.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisite: REL 100 or permission of the instructor.

Usual size: 12

Credit: 3 hours

312: Religion and the Arts.

Goals: To introduce students to the relationship between art, music, theatre, literature, film, architecture and religious

discourse.

Content: Written texts that discuss the relation between religion and the arts and particular art forms, popular and traditional, that exist within a variety of cultures. How society reads various forms of culture religiously is an important emphasis.

Teaching methods: Discussion.

Assignments: Readings, essays, class presentations, final examination.

Taught: Spring. Alternate years. Given in 1992-1993.

Prerequisite: REL 100 or permission of instructor.

Usual size: 8

Credit: 3 hours

351: Contemporary Religious Thought.

Goals: To introduce a variety of traditional, as well as alternative, ways in which religious reflection and religious discourse take place. To understand the cross-cultural dimension of religious reflection and discourse.

Content: Written texts, cultural symbols and artifacts from a variety of cultures and religious traditions that give rise to religious reflection and discourse.

Teaching methods: Discussion

Assignments: Readings, essays, class presentations, final examination.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisite: REL 230 or permission of instructor.

Usual size: 10

Credit: 3 hours

396, 397: Special Topics in Religion.

Goals: To introduce students to the in-depth study of a special area of religion.

Content: Primary and secondary texts appropriate to the topic. Examples of special topics include a focus on a particular religious thinker or religious thought or broader topics like Psychology and Religion or Apocalyptic Literature.

Teaching methods: Discussion

Assignments: Readings, essays, class presentations, final examination.

Taught: Fall. Alternate years. Given in 1991-1992.

Prerequisite: REL 100 or permission of instructor.

Usual size: 6

Credit: 3 hours

402: Religion, Race, Class, and Gender.

Goals: To engage students in critical study of the ways in which religious symbols and institutions have both influenced and been influenced by race, class, and gender.

Content: Critical studies of religion in its broader cultural environment, drawn from such various perspectives as history, literary theory, philosophy, psychology, and sociology.

Teaching methods: Discussion, lecture.

Assignments: Readings, class reports, journal, term paper, examinations.

Taught: Spring. Alternate years. Given in 1991-1992.

Prerequisites: REL 100, 310, or permission of instructor.

Usual size: 6

Credit: 3 hours

451: Directed Independent Study.

Goals: To encourage students to develop skills for independent and creative research into selected problems in religious studies.

Content: To be selected in consultation between student and instructor.

Teaching methods: Regular meetings between student and instructor for critical discussion on progress of study.

Assignments: Essays, journals, presentations.

Taught: Given on demand.

Prerequisite: Permission of instructor and division chair.

Usual size: 1

Credit: 1-6 hours

452: Field Study.

Goals: To introduce students to on-site experience of specific vocations in religion.

Content: Actual work-experience.

Teaching methods: Discussions between field supervisor, faculty sponsor, and student about the nature of the work, problems encountered and skills learned.

Assignments: Journal, discussion.

Taught: Given on demand.

Prerequisite: Permission of instructor, Division Chair, and Associate Dean.

Usual size: 1

Credit: 1-9 hours

499: Honors

SOCIOLOGY

Sociology is the study of social life and the social causes and consequences of human behavior. Although related to other disciplines, such as psychology, anthropology, political science and economics, sociology's principal focus is group life. Sociology combines scientific and humanistic perspectives in the study of urban and rural life, family patterns and relationships, social change, intergroup relations, social class, mass media and communications, health and illness, deviance and crime, and social movements. Few fields have such a broad scope and relevance.

Major Program

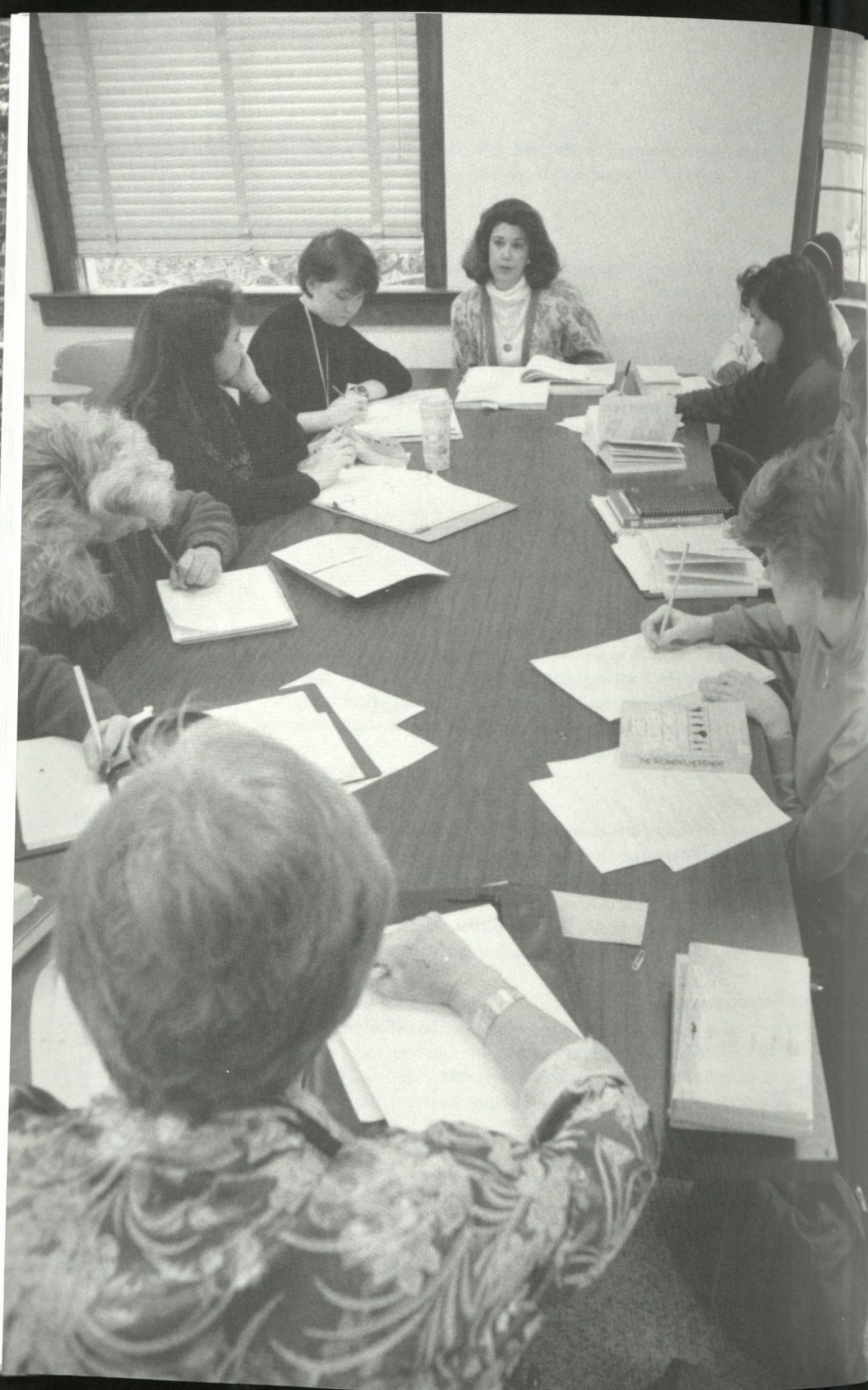
Sociology is a valuable liberal arts major for students planning careers not only in social research, criminology, demography or social psychology, but also those pursuing a course of study in public administration, gerontology, education, rehabilitation, social work and market research. Sociology provides a useful background for those planning to enter law, medicine, community planning, or politics. Many professional schools include courses in sociology as part of their training, and numerous other majors at Wesleyan recommend sociology courses as electives for their students.

Major Requirements

A major in sociology requires 36 hours for completion. The following courses are required: SOC 101, 102, 354, PSY 120 and 305 plus seven additional courses from sociology, psychology, or anthropology. An internship in an appropriate setting, while not required for the major, is strongly recommended and very beneficial in providing the sociology major with practical field experience.

Postgraduate Opportunities

There are a number of possible careers for sociology majors. Although graduate school and teaching remains the dominant path for those who want to become professional sociologists, other forms of employment are growing in both numbers and significance. Local, state and federal social service agencies typically employ sociology majors. The vast majority of sociology majors eventually pursue training at the masters level, in such fields as social work, urban planning, counseling and guidance, criminal justice, marriage and family therapy, and industrial relations.



Resources for Non-Majors

The department has many resources for the non-major. The introductory courses, SOC 101 and 102 provide a general introduction to the discipline of sociology, a basic understanding of human behavior and social institutions that would be useful to other majors on campus. All majors, regardless of their discipline, are in one way or another concerned with the causes and consequences of human behavior and the settings in which this behavior takes place. The students in other disciplines have found the courses in statistics and research methods particularly helpful in understanding research results in their own fields. Majors in business, law, education, and communications have found the courses in formal organizations, social stratification, social problems, and social change particularly helpful in providing insight into the social structures of modern society and the behavior of individuals who must live and work in these structures. Sociology also provides the opportunity for research experience and field studies to non-majors through the SOC 199 field studies and internships. Students interested in these opportunities may arrange them with the faculty and the Director of the Internship program.

SOCIOLOGY (SOC) COURSE DESCRIPTIONS

101: Human Group Behavior.

Goals: To promote an understanding of how social and cultural forces shape human interaction and behavior; to develop in students the ability to think critically and to analyze everyday events through the sociological perspective.

Content: An introduction to the scientific study of society and human social behavior. The theories and methods of sociology used to understand how society is organized and operates; how social conditions influence individual behavior; and the nature of conformity, conflict and social change.

Teaching methods: Lectures, discussion, films, outside speakers

Assignments: Exams, final

Taught: Fall, Spring

Usual size: 20-25

Credit: 3 hours

102: Social Problems.

Goals: To become familiar with sociological theories attempting to explain social problems and to develop an appreciation for the complexity and diversity of social problems in a modern industrial society. To develop the ability to examine critically past and present attempts to deal with these problems.

Content: The study of the social system, the origin of social problems, and the implications of the theories advanced to explain these problems; problems concerning crime and deviance, drug and alcohol abuse, discrimination and inequality, and problems involving social institutions such as the family, the education system, religion and politics, the impact of social change and the role of technology and ideology in bringing about change.

Teaching methods: Lecture, discussion

Assignments: Examinations containing both subjective and objective items, a term paper, participation in class discussion contributes to the overall grade in the course

Taught: Fall, Spring

Usual size: 20-30

Credit: 3 hours

120: Statistics.

Goals: To introduce students to the logic of designing an experiment and interpreting the quantitative data derived from it.

Content: A study of the binomial and normal distributions, measures of central tendency, tests of hypotheses, chi-square tests, tests for homogeneity and independence, confidence intervals, regression, and correlation.

Teaching methods: Lecture, discussion, study session, computer applications.

Assignments: Homework, exams comprehensive final.

Taught: Fall, Spring
Prerequisite: MAT 101
Usual size: 20-25
Credit: 3 hours

200: Introduction to Social Work.

Goals: To provide a historical overview of the development of the social work profession.
Content: Emphasis on the values, philosophy, knowledge base, and major methods of social work: an introduction to social policy and human resource development.
Teaching methods: Lecture, discussion, field trips
Assignments: 3 tests, social agency project, examinations
Taught: Given on demand.
Prerequisite: SOC 101
Usual size: 15
Credit: 3 hours

303: Social Change.

Goals: To become familiar with the range and diversity of the sociological theories attempting to explain social change. To examine critically past and present attempts to explain and cope with change.
Content: Examines changes in the social structure of the social organization of society, cultural changes, or changes in the environment that influence social change; factors that stimulate or hinder the acceptance of change in a cross-cultural context; the intended and unintended consequences and costs of both planned and unplanned change.
Teaching methods: Lecture, discussion
Assignments: Four exams, a term paper examining the causes and consequence of a particular social change or source of change.
Taught: Fall. Alternate years. Given in 1991-1992.
Prerequisite: SOC 101
Usual size: 10-15
Credit: 3 hours

307: Deviant Behavior.

Goals: To examine different types of deviant behavior - behavior that does not conform to society's expectations and norms; and to explore theories that attempt to explain deviance.
Content: Types of deviant behavior, including murder, rape, mental illness, white collar crime, prostitution and juvenile delinquency. Different theoretical explanations of deviance; society's responses to the violation of its rules and norms.
Teaching methods: Lecture, discussion, guest speakers
Assignments: Exams, short paper, final exam
Taught: Spring. Alternate years. Given in 1992-1993.
Usual size:
Credit: 3 hours

309: Formal Organizations.

Goals: To provide a sociological understanding of the special nature of social groups deliberately created to achieve human ends.
Content: Examination of formal organizations such as corporations, banks, governmental agencies, schools, hospitals and others: how these organizations work and how they affect peoples' lives. Examination of a special type of formal organization called bureaucracy.
Teaching methods: Lecture, discussion, guest speakers
Assignments: Exams, paper, final exam
Taught: Given on demand.
Usual size: 10-15
Credit: 3 hours

315: Marriage and the Family.

Goals: To provide the student with a study of marriage and the family in American society today, emphasizing issues that students must confront personally and intellectually.

Content: Courtship, marriage, sexual behavior, patterns of childrearing, family interaction and the dissolution of the family through death or divorce. Explores the processes by which families form, how and why they stay together, how and why they change, and why some families break apart. Examination of alternatives to the traditional family structure discussion of the future of the family.

Teaching methods: Lecture, discussion.

Assignments: Four exams of multiple choice and essay. Research papers.

Taught: Fall

Prerequisite: Soc 101

Usual size: 15

Credit: 3 hours

318: Racial and Ethnic Minority Groups.

Goals: To provide the student with a study of the United States as a society made up of many different types of minority groups, some of which are distinguished by their race and ethnicity, others which are set apart by their gender or their economic, political, or occupational background. To develop an understanding of the diversity and complexity of issues determining the position of minorities and ethnic groups in the social structure, and the political, social, and economic factors that shape these issues.

Content: The history and contemporary position of minority groups placed in the context of social, political and economic structures in society. The perspectives, experiences, and options available to individuals on the basis of their race, ethnicity, gender or position in the political and economic system.

Teaching methods: Lecture/discussion

Assignments: Four exams and a term paper.

Taught: Alternate years.

Prerequisite: Soc 101

Usual size: 10-15

Credit: 3 hours

351: The Elements of Social Work.

Goals: To understand the practice of social work with emphasis on the following basic methods: casework, group work, and community organization.

Content: Topics related to group dynamics, group decision making, community organization, and case work procedures.

Teaching methods: Lecture, discussion, role playing, field trips.

Assignments: Case studies, three tests, term project.

Taught: Given on demand.

Prerequisites: SOC 101 and SOC 200

Usual size: 12

Credit: 3 hours

354: Theories of Society.

Goals: To familiarize the student with major classical and contemporary sociological theories. To provide critical insight into the development of sociological theory from the foundation of the discipline to the present. To enable the student to use an empirically grounded scientific approach in formulating her own theories of social structure and social interaction.

Content: A survey of classical and contemporary sociological theories which range from the initial, early philosophical musings about human behavior to the current, empirically based sociological theories. Traces the emergence of sociological theory, from the early philosophical writings of the enlightenment and the first of the "modern" social theorists, Marx, Weber, and Durkheim to contemporary theoretical approaches and issues.

Teaching methods: Lecture/discussion

Assignments: Four exams, attendance and participation in class, and a research paper. Each exam will consist of essay 5-10

Credit: 3 hours

396, 397: Special Topics in Sociology.

Goals: To provide breadth, depth, and contemporaneity to the course offerings in sociology.

Content: Topics vary but may include medical sociology, sociology of gender, demographics, etc.

Teaching methods: Varies with instructor.

Assignments: Varies with instructor.

Taught: Given on demand.

Prerequisites: SOC 101, Consent of instructor, consent of department chair.

Usual size: 15

Credit: 3, 3 hours

451: Directed Independent Study.

Goals: To engage in faculty supervised or student centered research projects. To study topic in depth not ordinarily offered by the department.

Content: Topics vary widely but relate to sociological themes selected in consultation with instructor.

Teaching methods: Varies with instructor

Assignments: Varies with instructor

Taught: Fall, Spring

Prerequisite: Consent of instructor; major of senior standing.

Usual size: 1

Credit: 3 hours

452: Field Study.

Goals: To gain experience in application of sociological findings to community settings including social service agencies, psychiatric hospitals, and social work settings.

Content: Varies widely

Teaching methods: Conferences with campus and field supervisors, observations, research projects, active participation.

Assignments: Readings, daily journal, final report

Taught: Fall, Spring

Prerequisite: Consent of department chair and instructor.

Usual size: 5

Credit: 3 hours

499: Honors.

SPANISH

Spanish offers courses in both language and literature. Comprehension, reading, speaking, and writing are taught at all levels. The composition-intensive course is integrated with the study of literature. The literature courses present a broad view of the development of Hispanic thought and include the study of major Spanish and Latin American writers.

Major Program

All Spanish majors are encouraged to participate in a junior year or a junior semester program abroad either in Spain or in Latin America, or an intensive summer course in a Spanish-speaking country. Courses taken abroad may be substituted for some of the 10 required courses, on the recommendation of the Spanish faculty and with the approval of the Division Chair and the Registrar.

Modern Language faculty encourage students to double major in fields such as education, international relations, business, communication, and history. Faculty advisors provide counsel on graduation requirements, overseas programs, jobs, and graduate study. Students are encouraged to declare their major by the beginning of their sophomore year.

Major Requirements

The Spanish major contains a total of 30 semester hours beyond SPA 101, 102.

1. SPA 211, 212, 317, 318, 325, 331, 332, 341, 342
2. one of the following: SPA 396 or 397 or 451

Minor Requirements

A minor in Spanish consists of a minimum of eighteen hours distributed as follows:

SPA 211	3 hours
SPA 212	3 hours
SPA 317	3 hours
SPA 318	3 hours
SPA 325	3 hours
One additional course in Spanish at the 300 level or above.	3 hours

Resources for Non-Majors

Spanish courses are open to all students as part of the general education curriculum. The two required foreign language courses may be taken in Spanish at the level in which the student places on the placement exam given at the beginning of the Fall semester. Spanish courses provide an excellent complement to nearly all majors because the growing Hispanic population in the country makes it necessary to be able to communicate with non-English speakers in practically all fields—medicine, law, business, industry, and government.

Postgraduate Opportunities

Students who major in Spanish often go on to graduate study in Spanish to become teachers or in fields such as international law or business, foreign service, journalism, and medicine where knowing Spanish may be a necessary component of their majore.

SPANISH (SPA) COURSE DESCRIPTIONS

101, 102: Elementary Spanish.

Goals: To introduce the fundamental structures of Spanish with emphasis on the ability to communicate. To use simple linguistic structures with a relative degree of proficiency, in speech and in writing by the end of the second semester. To develop conversation skills and accurate diction.

Content: Conversation and reports about subjects such as social and family life, weather and seasons, asking for and giving directions, shopping, and leisure activities in relation to Hispanic culture and values.

Teaching methods: Class conducted predominantly in Spanish with class participation. Use of impromptu conversations and prepared skits.

Assignments: Quizzes, oral reports, video and audio tapes, reading of authentic material, workbook, chapter examinations and final examination.

Taught: SPA 101 Fall. SPA 102 Spring.

Prerequisites: For SPA 102, SPA 101 or equivalent is required.

Usual size: 20

Credit: 3, 3 hours

211, 212: Intermediate Spanish.

Goals: To review and expand on basic concepts. To increase vocabulary and improve diction, reading and writing skills. To foster knowledge of Hispanic culture and civilization. To express oneself with relative fluency and acceptable diction in spoken Spanish. To be able to write a comprehensible paragraph or text.

Content: Grammar and skill development, skits and dialogues.

Teaching methods: Taught in Spanish. Tapes, classroom drills. Slides, videos and music to illustrate Hispanic customs, art and culture. Native Spanish guest speakers.

Assignments: Workbook and Lab Manual, chapter examinations and final examination.

Taught: SPA 211 Fall. SPA 212 Spring.

Prerequisites: SPA 102 or equivalent for SPA 211; SPA 211 or equivalent for SPA 212. Courses must be taken in sequence.

Usual size: 5-10

Credit: 3, 3 hours

317: Advanced Phonetics and Conversation.

Goals: To increase speaking skills by developing active vocabulary and improving diction. To discern diverse cultural aspects within the Hispanic world, particularly within the Hispanic community in the United States.

Content: Advanced work in reading comprehension and oral expression by discussion of current events, short stories and one-act plays.

Teaching methods: Conducted in Spanish with intensive oral practice in class. Idioms and sentence patterns emphasized. Native Spanish speakers. Audio tapes to develop students' comprehension.

Assignments: Oral reports, conversation in class, written compositions on specific subjects and final examination.

Taught: Fall

Prerequisite: SPA 212 or equivalent.

Usual size: 5-10

Credit: 3 hours

318: Advanced Composition.

Goals: To refine skills in syntax and intensive use of the subjunctive based on extensive written work.

Content: Comprehensive drills in the use of all tenses. Weekly writing assignments, translating from English to Spanish.

Teaching methods: Conducted in Spanish. Discussion of grammar points, commentary on writings portraying varied content and style.

Assignments: Weekly compositions, spontaneous writing exercises, quizzes and final examination.

Taught: Spring

Prerequisite: SPA 212 or equivalent.

Usual size: 5-10

Credit: 3 hours

325: Hispanic Culture and Civilization.

Goals: To provide an overview of peninsular and Latin American culture and civilization, focusing on historic and artistic highlights and contrasting regional differences.

Content: Geographical, historical and ethnic factors. Islamic and French influences on Spain. Significance of the Spanish Conquest for Spain and for the New World. Colonization and movements towards independence of the colonies. The Mexican Revolution, Modernism and its influence in Europe. Regional folklore and the impact of Hispanic literature on contemporary thought.

Teaching methods: Conducted in Spanish. Discussion, films, music, recordings, and lectures.

Assignments: Oral reports, papers, quizzes and a final examination.

Taught: Fall

Prerequisite: SPA 212 or equivalent.

Usual size: 5-10

Credit: 3 hours

331, 332: Survey of Spanish Literature.

Goals: (331) To acquaint students with major writers of the Middle Ages, Renaissance, and Golden Age, such as don Juan Manuel, Juan Ruiz, Cervantes, Lope de Vega and Quevedo. (332) To introduce major writers of the nineteenth and twentieth centuries: Larra, Galdós, Castro, García Lorca, Jiménez, and Laforet.

Content: Characteristics of the history and culture of Spain and its influence on Western literature as represented by its literature.

Teaching methods: Conducted in Spanish. Lectures, films, assigned readings, papers and discussion.

Assignments: Papers, oral reports and examinations.

Taught: SPA 331 Fall. SPA 332 Spring. Alternate years. Given in 1992-1993.

Prerequisite: SPA 318 or equivalent.

Usual size: 5-10

Credit: 3, 3 hours

341, 342: Survey of Latin American Literature.

Goals: (341) To introduce students to Latin American literature from the Conquest to the nineteenth century. (342) To study literary movements that influenced Latin American writers: naturalism, realism, modernism, surrealism, and magic realism.

Content: Selections from authors that trace the development of Latin American literature from its inception, through influences of European and American literatures, to a distinguishable and unique literature, by bolstering its native Indian roots. (341) El Inca Garcilaso de la Vega, Fernández de Lizardi, Bello, Sarmiento and Darío, among others. (342) Reyes, Huidobro, Vallejo, Neruda, Borges, Carpentier, Castellanos, Cortázar, Carballido, Gambaro, García Márquez, and Fuentes.

Teaching methods: Conducted in Spanish. Assigned readings, lectures and discussion. Films and recordings.

Assignments: Papers, examinations and final examination.

Taught: SPA 341 Fall. SPA 342 Spring.

Prerequisite: SPA 318 or equivalent.

Usual Size: 5

Credit: 3 hours

396, 397: Special Topics in Spanish.

Goals: To allow students to concentrate on a particular area of language or literature.

Content: Varied. Recent topics have been Latin American theatre and Latin American poetry, business Spanish.

Teaching methods: Conducted in Spanish. Varies according to topic.

Assignments: Varies according to topic.

Taught: Given on demand.

Prerequisite: SPA 331 or equivalent and permission of instructor.

Usual size: 1-3

Credit: 3, 3 hours

451: Directed Independent Study.

Goals: To provide additional advanced work in Spanish language or literature.

Content: Varied, according to course taught.

Teaching methods: Conducted in Spanish. Assigned readings and discussion.

Assignments: Papers.

Taught: Given on demand.

Prerequisites: Permission of the instructor and the department chair. Open to Juniors and Seniors.

Usual size: 1

Credit: 1-6 hours

452: Field Study.

499: Honors.

THEATRE

Students majoring in theatre will develop a working knowledge of the major areas of theatrical production and the history and literature of the live theatre from the fifth century B.C. to the present. The discipline aims to prepare students for both professional work in the live theatre and graduate study in acting, directing, design, or technical theatre.

Major Program

The major in theatre, requiring a total of 36 semester hours beyond THE 101 (a general education course), is designed to give students both theoretical and performing experience.

Major Requirements

A major in Theatre requires 36 semester hours beyond THE 101 for completion including the following:

1. THE 115, 116, 125, 126, 221, 222, 315, 316, 325, 326;
2. two courses from the following: THE 307, 308, 310, 311, 314, 353, 396 or 397, and 427.

Theatre majors are also encouraged to take COM 204 and COM 308.

Resources for Non-Majors

All courses in the Department of Theatre are open to non-majors, many without prerequisites. Non-majors are especially encouraged to audition for, and participate in, the department's mainstage productions.

Postgraduate Opportunities

Graduates of the A.B. program in theatre are encouraged to continue their involvement in theatre through either graduate study in theatre or professional work in the theatre or any number of related fields: television, radio, mass media, public relations, design, arts management, teaching, and many others.

THEATRE (THE) COURSE OFFERINGS

101: Introduction to the Theatre.

Goals: To introduce students to the historical and creative development of the live theatre, and to explore the roles of some of its principal creators.

Content: Survey of theatre history from 500 B.C. to the present, a hands-on investigation of the roles of playwrights, actors, directors, designers, critics, and producers in the theatre.

Teaching methods: Lecture, discussion, demonstration.

Assignments: Readings (including six plays), and weekly quizzes during the history survey section of the course; readings and class projects during the investigation of creators' roles. Two short papers, midterm and final examinations.

Taught: Fall

Usual size: 25
Credit: 3 hours

115, 116: Stagecraft.

Goals: To introduce students to all phases of technical theatre work.
Content: Weekly lecture and thrice weekly lab sessions on various aspects of technical theatre.
Teaching methods: Lecture, laboratory.
Assignments: Midterm, final examinations. Weekly lab assignments.
Taught: THE 115 Fall; THE 116 Spring.
Usual size: 4-6
Credit: 3, 3 hours

125, 126: Elementary Acting.

Goals: To introduce students to the fundamentals of acting and to develop the physical, vocal, and emotional freedom necessary for effective dramatic expression.
Content: Theatre exercises and games, monologues, improvisation, and scene study.
Teaching methods: Performance and constructive feedback, occasional lectures and demonstrations.
Assignments: Two monologues and one to three scenes memorized, performed, and constructively criticized. Analytical paper of live performances, final.
Taught: THE 125 Fall; THE 126 Spring.
Prerequisites: THE 125 for THE 126.
Usual size: 8-10
Credit: 3, 3 hours

221, 222: History and Literature of the Theatre.

Goals: To provide students with a knowledge of theatre history and an appreciation for dramatic literature from 500 B.C. to the present.
Content: A survey of theatre history and selected dramatic literature from 500 B.C. to the Renaissance (THE 221) and from the Renaissance to the present day (THE 222).
Teaching methods: Lecture, discussion, Socratic questioning.
Assignments: Quizzes on reading assignments, midterm and final examinations, term paper or project.
Taught: Spring. Alternate years. THE 221 in 1992; THE 222 in 1993.
Usual size: 25
Credit: 3, 3 hours

225, 226: Intermediate Acting.

Goals: To apply the principles explored in THE 125, 126 to advanced scene study and period styles and characters.
Content: Focus on advanced scene study and period styles and characters.
Teaching methods: Performance and constructive feedback. Occasional lecture or demonstration.
Assignments: Scenes from classical dramatic literature are studied, memorized and presented in front of the class. Analytical paper.
Taught: Alternate years. Given in 1991-1992.
Prerequisites: THE 125, 126 for THE 225; THE 225 or permission of the instructor for THE 226.
Usual size: 5
Credit: 3, 3 hours

307, 308: Shakespeare.

See English 307, 308.

310: Stage Makeup.

Goals: To introduce students to the theory and practice of makeup for stage, film, and television.
Content: Hands-on exploration of the various techniques and styles. Applying makeup for a wide range of genres in

theatre, film, and television, including age makeup, makeup for non-human characters, and special effects.

Teaching methods: Lecture, demonstration, hands-on exploration.

Assignments: Readings, midterm examination, demonstrations of various makeup designs. Final demonstration and makeup outline.

Taught: Fall. Alternate years. Given in 1991-1992.

Usual size: 8

Credit: 3 hours

311: Stage Design.

Goals: To introduce students to the basic issues and techniques of stage decoration.

Content: A study of the fundamental techniques of design for the stage and application through class projects.

Teaching methods: Lecture, demonstration.

Assignments: Midterm and final examinations, class projects.

Taught: Spring. Alternate years. Given in 1992-1993.

Usual size: 5-7

Credit: 3 hours

314: Stage Lighting.

Goals: To introduce students to the theory and practice of theatrical lighting design and the operation of the lighting board.

Content: An exploration of the theory and practice of lighting design for the stage. Emphasis on lighting various types of productions.

Teaching methods: Lecture, discussion, demonstration.

Assignments: Readings, class projects, midterm and final examinations.

Taught: Spring. Alternate years. Given in 1991-1992.

Usual size: 5-7

Credit: 3 hours

315, 316: Directing.

Goals: To introduce students to the fundamentals of stage direction.

Content: Explores the fundamentals of the director and the techniques needed to bring them to life.

Teaching methods: Lecture, discussion, demonstration. Hands-on directing experience.

Assignments: Readings, class projects, a paper, direction of a public production of a one act play, midterm and final examinations.

Taught: THE 315 Fall; THE 316 Spring. Alternate years. Given in 1992-1993.

Prerequisites: Permission of the instructor for THE 315; THE 315 and permission of the instructor for THE 316.

Usual size: 6-8

Credit: 3, 3 hours

325, 326: Rehearsal and Performance.

Goals: To provide students with practical experience in the various theatre arts.

Content: Audition, perform and/or participate in technical/management positions for all stage plays in production.

Teaching methods: Practical experience.

Assignments: Rehearsal and performance of assigned roles or technical/management jobs. Audition, performance mandatory. Paper analyzing experience.

Taught: Fall, Spring

Usual size: 6-8

Credit: 3, 3 hours

353: Playwriting.

Goals: To develop an understanding of the playwriting process through historical analysis and practical experience.

Content: Reading and analysis of both successful and unsuccessful plays (from both an artistic and commercial standpoint). Writing of one-act play by each student. Readings of student work and constructive feedback from the

instructor and fellow students.

Teaching methods: Lecture, discussion, demonstration.

Assignments: Writing exercises, midterm examination, writing of a one-act play.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisites: ENG 101 and ENG 102.

Usual size: 6-8

Credit: 3 hours

396, 397: Special Topics in Theatre.

Goals: To develop an in-depth knowledge of a specialized topic within the theatre arts: a particular playwright, genre, theme, period in theatre history, or technical discipline.

Content: Varies with topic selected.

Teaching methods: Lecture, discussion, demonstration.

Assignments: Varies with topic selected.

Taught: Given on demand.

Usual size: 6-8

Credit: 3, 3 hours

425, 426: Rehearsal and Performance.

Goals: To provide students with practical experience in the various theatre arts.

Content: Perform onstage or participate in technical/management positions for all plays in production During the semester. (A continuation of THE 325, 326)

Teaching methods: Practical experience.

Assignments: Rehearsal and performance of assigned roles or technical/management jobs. Must audition for all mainstage productions in the given semester and perform as cast. A short paper analyzing experience required of all students.

Taught: THE 425 Fall; THE 426 Spring.

Prerequisites: THE 325, THE 326

Usual size: 6-8

Credit: 3, 3 hours

427: Modern Drama.

Goals: To explore the most important modern plays and playwrights of the modern theatre, tracing the development of modern drama from the nineteenth century to the present.

Content: Reading and discussion of modern plays and their playwrights. Discussion of the influence of various playwrights and plays on the shaping of contemporary theatre and other performance media.

Teaching methods: Lecture, discussion.

Assignments: One medium-length paper, midterm and final examination, final project or paper on a selected play, playwright, or genre of dramatic literature.

Taught: Fall. Alternate years. Given in 1992-1993.

Prerequisites: ENG 101 and ENG 102.

Usual size: 5-7

Credit: 3 hours

451: Directed Independent Study.

Goals: To teach the student critical thinking and research.

Content: To be determined by the specific nature of the proposed project. Student proposed topic to be studied in depth, subject to approval by the instructor. Student and instructor determine specific content.

Teaching methods: Varies with instructor.

Assignments: To be determined by the specific nature of the proposed project.

Taught: Fall, Spring

Prerequisite: Permission of the instructor and approval of Division Chair.

Usual size: 1

Credit: 3 hours

452: Field Study.

Goals: To provide students with practical experience in the theatre arts through an internship or independent project.

Content: To be determined by the nature of the specific project. May gain credit for experience in summer stock during the summer months, or in such places as special education schools, off-campus theatre classes, or local theatres during the school year.

Teaching methods: Practical experience, to be determined by the nature of the specific project.

Assignments: To be determined by the nature of the specific project.

Taught: Fall, Spring, Summer

Prerequisites: Permission of the faculty sponsor, Division Chair, and Associate Dean.

Usual size: 1

Credit: 3, 6, 9 hours

499: Honors.

WESLEYAN JUNIOR SEMINAR

The seminar is required of all students during the Junior year. Team taught by faculty members from different disciplines, this course is offered in order to develop students into life-long learners.

WESLEYAN JUNIOR SEMINAR (WJS) DESCRIPTION

300: Junior Seminar

Goals: To stimulate thought. To develop habits, skills, and thought patterns that foster life long learning.

Content: Problems and issues related to a theme that transcends disciplinary specialization in a way that emphasizes values.

Teaching methods: Seminar format.

Assignments: Vary with instructors.

Taught: Fall, Spring.

Usual size: 20

Credit: 3 hours

BACHELOR OF MUSIC DEGREE

The degree of Bachelor of Music will be offered to those students currently enrolled in the program and to those students entering in the fall of 1991. After that date students wishing to major in music will seek the Bachelor of Arts degree.

Course listings and descriptions offered by the Department of Music can be found on page 123. The outline for the course of study for the Bachelor of Music degree can be obtained from the Chairman of the Department of Music or from the faculty advisor.



PRE-PROFESSIONAL PROGRAMS

PRE-ENGINEERING

Joseph Iskra, Advisor

The pre-engineering program (Dual Degree) is a cooperative program with the Georgia Institute of Technology, Auburn University, and Mercer University. This program is a plan whereby an undergraduate student attends Wesleyan College for approximately three academic years (90 semester hours) and one of the dual degree cooperating schools for approximately two years. After completing the academic requirements of the two cooperating institutions, the student shall be awarded the bachelor's degree from Wesleyan College and one of the several designated bachelor's degrees awarded by the cooperating institution. Pre-engineering candidates from Wesleyan are eligible to seek any of the following technical or management degrees:

College of Engineering

- Bachelor of Aerospace Engineering
- Bachelor of Ceramic Engineering
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Engineering Science and Mechanics
- Bachelor of Industrial Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Nuclear Engineering
- Bachelor of Science in Textile Chemistry
- Bachelor of Science in Textiles
- Bachelor of Textile Engineering
- Bachelor of Science in Health Physics

College of Management

- Bachelor of Science in Economics
- Bachelor of Science in Management
- Bachelor of Science in Management Science
- Bachelor of Aerospace Engineering

College of Sciences and Liberal Studies

- Bachelor of Science in Applied Biology
- Bachelor of Science in Applied Mathematics
- Bachelor of Science in Applied Physics
- Bachelor of Science in Applied Psychology
- Bachelor of Science in Chemistry
- Bachelor of Science in Information and Computer Science
- Bachelor of Science in Physics

The course of study at Wesleyan depends on the degree objectives at the cooperating technical school. Students who plan to enroll in the dual degree program must identify themselves very early (at least by the beginning of the second year) to the dual degree adviser at Wesleyan. The general requirements to be met at Wesleyan include satisfactory completion of ninety semester hours of approved courses, the last thirty of which must be in residence.

The pre-engineering student should take fifteen semester hours each semester and should include the

following courses during her first year at Wesleyan:

Fall Semester

MAT 205
CHM 101
ENG 101
BIO 120

Spring Semester

MAT 206
CHM 102
ENG 102
social science elective

These courses are required by contract with engineering schools. Also, most courses of study require MAT 207, 208 and PHY 121, 122 during the second year.

PRE-MEDICINE, PRE-DENTISTRY, PRE-VETERINARY, AND HEALTH SCIENCES

Elmon Coe, Advisor

Health-related pre-professional programs often have special requirements and the adviser should be consulted early. There is a general core of frequently required courses for admission into professional colleges of medicine, pharmacy, nursing, veterinary science, dentistry and other health sciences. However, sometimes there are also important additional requirements for each school which must be ascertained and fulfilled. It is possible, even desirable in some cases, to take a major outside the Division of Natural Sciences and Mathematics. Many students fulfill the entrance requirements in the course of a major in biology, chemistry, and often a dual major.

Minimum entrance requirements typically include the following: two years of chemistry, CHM 101, 102, 221, 222; one year of biology; one year of physics, PHY 121, 122, one year of English, and one year of mathematics, MAT 205, 206. As many pertinent courses as possible should be completed before students take the Medical College Admissions Test, MCAT, which is normally taken in the spring of the junior year. Therefore, during the freshman year, or at the latest during the sophomore year, students should undertake the program of the Common First Year. This beginning is appropriate for all health-related training programs, including medical technology, nursing, pharmacy, physical therapy, pre-dental, pre-veterinary and public health.

The Common First Year course distribution is as follows:

Fall Semester

BIO 120 Cellular Dynamics
CHM 101 General Chemistry I
English 101
general education elective

Spring Semester

Selected biology elective,
CHM 102 General Chemistry II
MAT 101 College Algebra and Trigonometry
general education elective

Students who are ready to begin Calculus I MAT 205 may do so in the fall semester, postponing the general education elective.

Other recommended courses in the health-related pre-professional program are CHM 212; BIO/CHM 416, 417, 421; BIO 240, 340, 342, 352, 215 or 342; PSY 101, 102

MEDICAL TECHNOLOGY

Elmon Coe, Advisor

Wesleyan College offers the B.S. degree for this program, consisting of credit at Wesleyan during three ac-

ademic years for ninety semester hours, the last thirty of which must be in residence, followed by successful completion of the instructional plan in a school of medical technology which is approved by the Committee on Allied Health Education and Accreditation of the American Medical Association (CAHEA) by recommendation of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The length of study required in attendance at the medical technology school is usually one to one and a half years and includes both course work and a clinical segment. The student must register in absentia for two consecutive semesters at Wesleyan while attending the medical technology program and will receive equivalent of thirty hours equivalent credit for this work. Upon successful completion of her studies at the school of medical technology, the student must pass a national certifying examination open to those who have completed a CAHEA/NAACLS accredited program. When all requirements are met, a B.S. degree will be awarded by Wesleyan College. After the fall of 1991, new students will not be admitted to this program.

This program provides required courses for admission to, and includes other courses strongly recommended by known schools of medical technology; however, requirements of a specific chosen school should be ascertained.

The program begins with the Common First Year sequence recommended for all entering science students. This course distribution is as follows:

Fall Semester

BIO 120 Cellular Dynamics
CHM 101 General Chemistry I
English 101
general education elective

Spring Semester

Selected biology elective,
CHM 102 General Chemistry II
MAT 101 College Algebra and Trigonometry
general education elective

Students who are ready to begin Calculus I (MAT 205) may do so in the fall semester, postponing the general education elective.

This program is necessarily detailed and is difficult to complete in three years unless students begin the Common First Year as freshmen. In addition to courses in the Common First Year, students will probably need to complete at Wesleyan CHM 212, 221, 222; BIO 215, 240, 340, 352, 416; MAT 101. The general physical science requirement may be met with PHY 110 or with PHY 121, 122. Other recommended courses are MAT 120, 205, 206; CIS 100, BIO 342, 352, 417, 421.

PRE-LAW

Marcile Taylor, Advisor

Since pre-law is not a specific major, the pre-law student must satisfy all general education degree requirements for an A.B. degree and the requirements in her chosen major. The guidelines for admission to law school do not designate any one particular area in which a student must major in order to be admitted to a law program; however, these guidelines do recommend that the pre-law student consciously choose courses that develop mastery of oral and written English.

The pre-law student may choose to major in any one of the liberal arts areas ranging from chemistry to history, political science, English, or other fields.

Admission to law school is based on a student's GPA and her score on the Law School Admission Test. The Law School Admission Test is given four times a year: June, October, December, and February. It is recommended that the prospective students take the exam in June of her junior year or October of her senior year.

Although CR (credit) or NC (no-credit) grades do not affect the grade point averages at Wesleyan, students who plan to attend law school be aware that the Law School Data Assembly Service (an application processing service for law school applicants) considers the NC (no-credit) grade an F and computes it as such in the grade point average.



ADMISSION AND FINANCES

ADMISSION

GENERAL INFORMATION

Students interested in making application to Wesleyan College are requested to contact the Office of Admissions. The deadline for regular decision applications is March 1, but high school seniors are encouraged to apply during the fall of their senior year. Applications received after the March 1 deadline receive consideration on a space-available basis only.

Wesleyan believes a campus visit is most beneficial to prospective students. Visitors are invited to stay overnight in our residence halls, dine with our students, attend classes, and be a full participant in campus activities. Arrangements for all visits should be made through the Office of Admissions.

The Office of Admissions is open Monday through Friday from 8:30 a.m. to 5:00 p.m. Staff members are available for consultation at these times, as well as during holidays and weekends by appointment.

ENTRANCE REQUIREMENTS

Applicants for admission who present a strong college preparatory curriculum will probably meet with greater success at Wesleyan. The College requires the successful completion of a minimum of 16 academic course units of a secondary school program that includes:

English	4 units
Social Sciences	3 units
Mathematics	3 units
Natural Sciences	2 units
Electives	<u>4 units</u>
Total Academic Course Units	16 units

APPLICATION CHECKLIST

For an application file to be complete, Wesleyan should receive the following materials:

1. **Application for Admission:** Complete all parts of the application form and mail to: Office of Admissions; Wesleyan College; 4760 Forsyth Road; Macon, GA 31297.
2. **Application Fee:** Enclose a non-refundable fee of \$25 with your application to cover processing costs. Make checks payable to Wesleyan College. In cases of financial hardship, the fee may be waived upon written request from a high school counselor.
3. **Secondary School Transcript:** Have your high school send an official transcript to Wesleyan's Office of Admissions.
4. **Standardized Test Scores:** Scholastic Aptitude Test (SAT) results or American College Testing program (ACT) results should be sent to Wesleyan's Office of Admissions by the testing agency or should appear on the transcript sent by the high school. Wesleyan's identification code for SAT is 5895; for the ACT it is 0876. Scores from the junior year are accepted.
5. **Secondary School Counselor Recommendation:** Complete the top portion of the Counselor Recommendation and have your guidance counselor complete and return it to Wesleyan's Office of Admissions.
6. **English Teacher Recommendation:** Complete the top portion of the English Teacher Rec-

- ommendation and have your teacher complete and return it to Wesleyan's Office of Admissions.
7. **Essay:** Select one of the topics suggested on the Application and write a 150-300 word essay.

An interview with an Admissions staff person is strongly recommended. Applicants should call the Office of Admissions to schedule an appointment. (1-800-447-6610 or 912-477-1110)

APPLICATION INSTRUCTIONS/DEADLINES

Early Decision

Students for whom Wesleyan is clearly their first choice may apply for Early Decision. The application and all supporting documents must be received by **November 1**. These students will be notified of admission by December 1. If admitted, the enrollment/housing deposit will be due by January 1, and the student must withdraw applications from all other schools.

Regular Decision

Students are encouraged to apply as early as possible in their senior year. Students with the strongest credentials will be notified shortly after the Office of Admissions receives all required items, in keeping with our policy of rolling admission. Depending upon overall credentials, notification may be delayed for first-semester senior grades and Admission Committee review. Students whose credentials require committee review and who apply by **March 1** will receive notification no later than April 1. Priority consideration will be given those students who apply by January 1.

Late Decision

Students applying **after March 1** will be considered late applicants and will receive admission consideration on a space-available basis only.

Transfer Students

Places for transfer students at Wesleyan are limited, and transfer students are encouraged to apply as early as possible. Wesleyan will consider transfer applicants on a space-available basis.

To seek admission by transfer, a student must submit an application for admission, a \$25 non-refundable application fee, and official transcripts from the college or colleges previously attended. High school transcripts and SAT or ACT scores are necessary only if the student has taken fewer than 30 semester hours or 45 quarter hours. A student's transcript should reflect a high-quality college curriculum. Credit for work below a C grade does not transfer.

A student enrolling with advanced standing can receive credit for a maximum of three years of a degree program; not more than 30 semester hours may be accepted for any one academic year. Credit from a junior college may not exceed 60 semester hours, all of which must transfer as lower division work.

While credit hours earned in courses from other accredited institutions may be accepted for transfer to Wesleyan, grades earned in courses accepted for transfer credit are not reflected in a student's Wesleyan cumulative grade point average.

For Senior Honors, grades accepted for transfer of credit to Wesleyan will be computed in the cumulative GPA. (See Academic Honors.)

International Students

International applicants should submit the following:

1. Completed Application for Admission
2. Non-refundable \$25 Application Fee

3. Scholastic Aptitude Test (SAT) scores or a minimum of 550 on the Test of English as a Foreign Language (TOEFL), sponsored by the Educational Testing Service. (If these test scores cannot be submitted, the student may submit sufficient evidence of satisfactory English usage ability.)
4. An official copy of the high school transcript; or college/university transcripts, if a Transfer applicant
5. A recommendation from a high school official

Encore Students

Wesleyan's Encore Program is designed for women who are beyond the traditional college age. Whether a woman is interested in starting her college career in order to work toward a degree, in continuing an interrupted college program, or in taking interest courses for her own personal growth and enjoyment, Wesleyan can provide that opportunity.

The college feels that this program gives recognition to and serves women whose maturity and goal-directed incentives make them excellent students. Wesleyan's program is the only college program in the Middle Georgia area specifically designed to meet the unique needs of adult women.

Women can enter either full time or part-time. Individual counseling is available and faculty advisers assist each student in determining which course of study is best suited to meet her needs. To be eligible to receive a Wesleyan degree, the student must take the last ten courses (30 semester hours) of her program at Wesleyan.

A Second Degree Program for students who already hold an A.B. degree from an accredited institution is offered. They may earn a second degree at Wesleyan by taking only the major courses required. Degrees from foreign institutions must be evaluated individually.

Evening degree and certificate programs in Business Administration as well as courses in other areas are available.

Wesleyan recognizes the different needs and attitudes toward education of the student beyond traditional college age. Generally she is very goal-oriented and mature in her educational pursuits, and for that reason certain non-traditional approaches to the awarding of academic credit are appropriate. While more flexibility may be allowed in the means of earning the degree, the requirements for the degree are the same as those for the traditional student. The following special learning options are available to Encore students:

1. Credit for prior learning

Students who are enrolled in a degree program may earn a maximum of 15 hours academic credit for prior, non-academic learning experiences by submitting a portfolio documenting such experience. Such credit is granted on a Credit/No Credit basis. Letter grades are not awarded.

2. Transfer Credit

Students may transfer up to 90 hours of credit toward their degree.

3. Tutorials

A regular catalogue course may be offered on a tutorial basis, depending upon the student's needs and faculty availability.

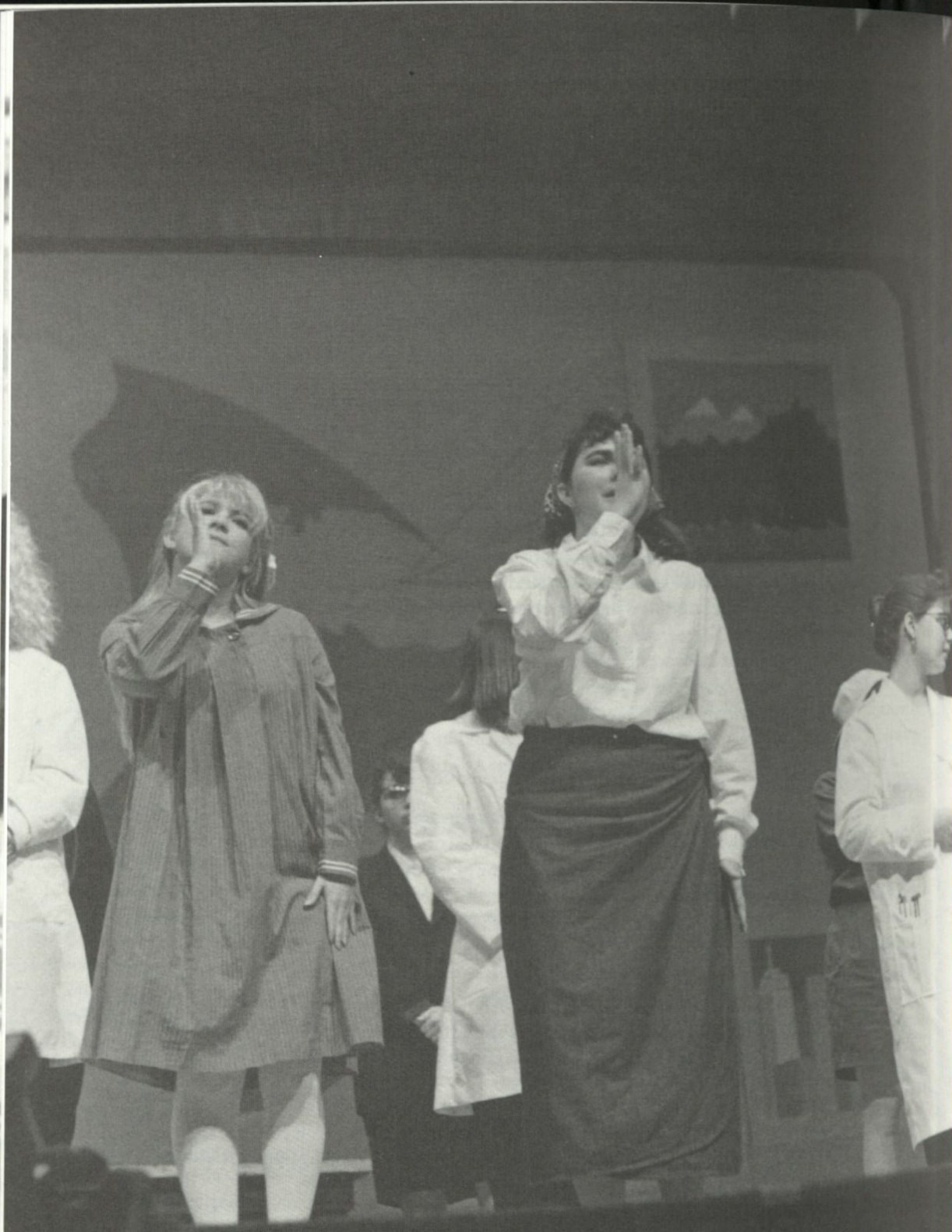
4. CLEP, AP, and IB credit are accepted up to a maximum of 30 hours.

5. Course challenge

A student may receive credit by challenging any course in the curriculum and successfully completing the challenge requirements set by the department offering the course.

The Admissions requirement for the Encore Program is a high school diploma or the equivalent completed at least four years before the date the student enters Wesleyan. Women who are interested should contact the Director of the Encore Program.

Encore Applicants should submit the following to the Office of Admissions:



1. Completed Encore Application for Admission
2. Non-refundable \$25 Application Fee
3. Official Transcripts from each college previously attended
4. If no college experience, official copy of high school transcript or GED scores.

Early Admission (Following Eleventh Grade)

Students who have completed their junior year in high school and who are academically talented and highly motivated may be considered for Early Admission. A minimum of 12 academic units must be completed and acceptable scores from either the SAT or ACT must be submitted. A positive recommendation from at least two non-family members and one from a high school guidance counselor and/or principal must also be submitted. Interviews are required with members of the faculty and/or administration. For more information, call or write the Dean of Admissions.

Credit By Examination

Wesleyan College participates in a program that awards credit for the successful completion of selected standardized examinations. Credit by examination and exemption of courses are possible through the Advanced Placement, the College Level Examination Programs of the College Entrance Examination Board, and the International Baccalaureate Program. For credit to be awarded, a minimum score is required on the CLEP General and Subject examinations, on the Advanced Placement examinations, and on the International Baccalaureate higher level examinations. Specific minimum scores may be obtained from the Registrar of the College. A student may also exempt courses by taking departmental examinations.

Thirty (30) semester hours is the maximum amount of credit a student can receive by exemption through CLEP, Advanced Placement, or departmental examinations.

FINE ARTS AUDITIONS

Music

Students who plan to major in music will be given auditions in their applied music area. Suggested compositions are listed below:

1. Piano

An invention or suite movement from the Baroque, any allegro movement from a Classical sonata, and a contrasting Romantic or Contemporary composition.

2. Voice

Two songs from the standard voice literature.

3. Organ

One or more of the "Eight Little Preludes and Fugues" or Chorale-prelude from the "Orgelbuchlein" of Bach and a contrasting work from the Romantic or Contemporary period. In the instance of no previous organ study, the suggestions for Piano audition will serve as background material and demonstration of keyboard ability.

Students may expect testing of sight reading ability and rhythmic/tonal memory as part of the audition. One audition may serve as a talent award audition as well as the entrance requirement to the Music Department.

Transfer students will be expected to audition for admission to the Music Department. Advanced standing in applied music is given only after a placement examination before a faculty committee.

Studio Art

A portfolio is not required for admission as an art major at Wesleyan. However, it is required if a student wishes to be considered for a talent award. See section on Financial Aid for details.

Theatre

Theatre majors are not required to audition for admission to the Theatre major. However, an audition is required for those students who wish to be considered for a talent award. See section on Financial Aid for details.

EXPENSES FOR THE COLLEGE YEAR 1991-92

Tuition: (1991-92)

For the College Year (First-year students, Sophomores and Juniors)

Tuition	\$9,500
Boarding	\$3,950
Student Activities Fee	\$ 180
Computer Software	\$ 165

For the College Year (Seniors)

Tuition	\$7,800
Boarding	\$3,950
Student Activities Fee.	\$ 180

Due as Follows

	Boarding	Non-Boarding
First-year students, Sophomores and Juniors		
August 15, 1991	\$ 7,070	\$5,095
December 15, 1991	<u>\$ 6,725</u>	<u>\$4,750</u>
	\$13,795	\$9,845
Seniors		
August 15, 1991	\$ 6,055	\$4,080
December 15, 1991	<u>\$ 5,875</u>	<u>\$3,900</u>
	\$11,930	\$7,980

For Students Entering Spring Semester

Due as Follows

	Boarding	Non-Boarding
First year students, Sophomores & Juniors		
December 15, 1991	\$6,980	\$5,005
Seniors		
December 15, 1991	\$5,965	\$3,990

General Deposit	
Boarding	\$250
Non-Boarding	\$150

The above rates apply to a student who registers for a minimum of 12 semester hours. Statements for August (Fall Semester) and December (Spring Semester) will be mailed to the parents. Interim statements will be forwarded directly to the student on campus, unless the Business Office is notified in writing that statements are to be mailed elsewhere. Payment for statement charges are due immediately upon receipt of the statement.

The boarding fee includes infirmary services available on campus Monday through Friday, 7:30 a.m. - 3:30 p.m. Except in emergency situations which may occur while on campus, non-boarding students are ineligible for infirmary services.

The general deposit is payable by all regular students upon acceptance to the College for the first time or upon being readmitted to the College and is due no later than 30 days prior to the beginning of the semester in which a student enrolls. The general deposit reserves dormitory room and space in class.

If a student decides not to enroll, the general deposit is refundable upon receipt of written notice, as follows: Fall Semester: 100% until May 1, 75% until June 1, 50% until July 1, 25% until August 1, and none thereafter. Spring Semester: 75% until December 15, 50% until December 31, 25% until January 5, and none thereafter. No refund will be granted for cancellation after these dates.

Upon registration the entire amount of the general deposit for non-boarding and \$150 of the amount for boarding students will be credited to their account. The remaining \$100 for boarding students will be retained as a room deposit and will be credited to the student's account either upon graduation or withdrawal from the College. A withdrawing student must submit to the Student Services office prior to July 15 (Fall semester) or December 1 (Spring semester) a completed Withdrawal Form. Failure to provide this documentation by these dates will result in forfeiture of the room deposit.

SPECIAL FEES (1991-92)

*Part-time (1-11 semester hours) per semester hr.	\$250
Audit Fee, Lecture Course	\$145
Audit Fee, Studio Course	\$180
Students <i>in Absentia</i> —Registration for Year	\$225
Late Registration Fee	\$ 25
Extra Load Fee—per semester hour	\$250
English as a Second Language (audit only)	\$250
Applied Music Fee (Payable each semester)	
Full-time: One 50-minute lesson and one master class per week	\$330
Summer Fee per credit hour	\$170
Transcript of record (first request—no charge).	
After the first	\$ 2
Placement Files	\$ 2
Activity Fee for part-time students	\$ 65
Graduation Fee	\$ 75
Science lab	\$ 40
Fee for equestrian course	\$325
Private Room Fee per semester	\$250
Math 099 workshop (no credit)	\$145

*Part-time students may register for a maximum of 11 semester hours per term.

SPECIAL SCHEDULES

Standard tuition fees apply to student programs up to 17 semester hours inclusive. Credit hours in excess of 17 semester hours (exclusive of applied music taken for credit or ensemble work taken for no credit) will be charged at the Extra Load Fee per semester hour. Students who are allowed to register as part-time students taking 0-11 semester hours must pay the fees charged for part-time students. Fees for zero credit courses are computed as one semester hour in determining the student's load unless this creates an overload.

Dependent daughters of United Methodist ministers are eligible for a Ministerial Grant, which is equal to 50% of the student's tuition each year.

Daughters and granddaughters of Wesleyan alumnae are eligible for the Alumnae Grant, which is equal to 20% of the student's tuition each year.

Only one discount may apply to a student.

STUDENT TEACHING ASSIGNMENTS

Resident students' accounts will be credited for meals missed due to teaching assignments. Credits must be authorized by the Education Department Chair and will be at the following rates for 1991-92:

Breakfast - \$2.60

Lunch - \$3.65

Dinner - \$4.20

ENCORE PROGRAM FEE SCHEDULE (1991-92)

Application Fee for Admission	\$ 25.00
Tuition Per Hour	\$ 170.00
\$510 3 hour course	
\$680 4 hour course	
Course Challenge:	
Portfolio Assessment per portfolio	\$ 75.00
Department Exam per challenge	\$ 230.00
Career/Life Assessment	\$ 75.00
Senior Citizen (women and men over 60)	All fees half-price
Full-time tuition for one academic year	
First year students, Sophomores and Juniors	\$9,500.00
Seniors	\$7,800.00
Activities Fee	\$ 65.00
Audit Fee (Lecture Course)	\$ 145.00
Audit Fee (Studio Course)	\$ 180.00
Math 099 workshop (no credit)	\$ 145.00

CONTRACTUAL OBLIGATIONS

Every student by act of matriculation agrees to remain for the full semester and thereby creates a liability for the payment of all charges for the semester. By entering, a student, a parent or guardian accepts the terms and regulations outlined in the catalogue as final and binding.

Grades, transcripts, or diploma will not be issued for any student whose financial obligations to the College have not been fully discharged.

Wesleyan's charges are based on the payment of all fees at the time stated. Scholarships, discounts, and loans will be credited between the two semesters and will be applied to registration payment each se-

mester.

The college reserves the right to change its fees at the end of any semester, if conditions should make this necessary.

REFUNDS FOR TUITION, ROOM AND BOARD

Full-time students withdrawing from the College or part-time students dropping individual courses will receive credits to accounts as follows:

- Prior to the beginning of a term - 100 percent credit of tuition, room and board, and activities fees less deposit.
- Within the first week of the beginning of classes - 75 percent credit of tuition, room and board. No credit on activities fee.
- Within the second week of the beginning of classes - 50 percent credit of tuition, room and board. No credit on activities fee.
- Within the third week of the beginning of classes and thereafter - No credit except in very exceptional circumstances.

Exceptions require approval by the Treasurer. A pro-rated portion of room and board charges (not tuition or activities fee) for exceptions due to medical reasons will be considered when analysis indicates the student will directly benefit (cash refund or reduced indebtedness).

Credit balance remaining in a withdrawing student's account after applying above credits will be refunded in the following order of priority:

1. Title IV and State Financial Aid as required by regulations.
2. Institutional Financial Aid.
3. Direct Aid awards from outside sources.
4. Cash refund to student.

TUITION FINANCING OPTIONS

Wesleyan College offers the following alternatives for financing college costs: Guaranteed Cost Plan, Master Card, VISA, and the monthly payment plan available through the Academic Management Services Plan.

For further information regarding these options, contact the Business Office or the Treasurer.

FINANCIAL AID

Any student who wishes to attend Wesleyan College should not hesitate to apply because her resources cannot cover the required fees. Wesleyan awards scholarships along with financial aid from federal, state, and local funds including grants, loans, and campus employment.

It is important that students apply as early as possible so that necessary forms may be processed and financial need of each applicant determined. To apply for financial aid an applicant must:

1. Apply for admission to Wesleyan College.
2. Submit the Financial Aid Form (FAF) to the College Scholarship Service for processing. This form is available from high school counselors or from the Financial Planning Office at Wesleyan College. All applications for financial assistance must be received by the Financial Planning Office no later than April 1 preceding the academic year for which aid is sought. Since the College Scholarship Service generally requires six to eight weeks for processing the FAF, time should be allowed for filing and processing prior to the April 1 deadline date. Any applications received after the

deadline will be given consideration only if funds are available.

3. Complete the Wesleyan College Application for Financial Aid. This form is available by writing or calling the Financial Planning Office at Wesleyan, and must be submitted to the Office prior to April 1.
4. Students who are legal residents of Georgia should file the application for the Georgia Private College Tuition Equalization Grant. This form may be obtained from the Financial Planning Office at Wesleyan. The GTEC is granted to regular, full-time students for two semesters of the regular academic year.

A student must demonstrate satisfactory academic progress toward the completion of degree requirements in order to maintain eligibility for financial assistance. Full-time students are expected to complete their undergraduate studies in eight semesters, with financial aid being limited to a maximum of five years. This means that full-time students must successfully complete a minimum of 24 semester hours during the academic year before funds are disbursed for the following academic year.

Students who do not maintain satisfactory progress will not be eligible to receive assistance and in order to reinstate eligibility must complete the number of hours which, when added to the prior academic year's work, will satisfy the required minimum standards. In addition, a student must maintain a cumulative 2.00 grade point average at the end of her second academic year. Appeals of decisions to suspend aid and information clarifying aid policies should be addressed to the Student Aid Committee no later than thirty days from the date of notification.

The fact that a student receives a financial aid award one year in no way automatically renews her application for subsequent years; however, every effort is made to see that awards are renewed. It is necessary that applicants submit the appropriate forms annually by April 1 to be considered for continued assistance.

WESLEYAN SCHOLARSHIP PROGRAM

Each year Wesleyan College offers scholarships to academically deserving students. These awards are available on a competitive basis to those outstanding incoming first year students who have been recommended by their high school counselors or principals during their senior year of high school.

The college offers an annual on-campus scholarship competition program which all eligible scholarship nominees must attend. Candidates must have a minimum SAT of 1000 or ACT composite score of 24 and a minimum grade point average of 3.0 in order to compete for the scholarships listed below. All academic awards are renewable from year to year (up to four years), provided the student is enrolled full time (12 or more semester hours) at Wesleyan and maintains the required grade point average.

Should any academic scholarship recipient receive additional financial aid which results in the overpayment of the student's bill for any academic year or any portion of an academic year, the Student Aid Committee reserves the right to re-evaluate that student's particular situation and reduce the amount of scholarship by the amount of such overpayment.

The scholarships available in the Wesleyan Scholarship Program are listed below:

Presidential Scholarship

The prestigious Presidential Scholarship, in combination with any state funds that the student may receive, covers tuition for the student's four years at Wesleyan provided the required GPA is maintained.

Dean's Scholarship

This scholarship honors a limited number of gifted students each year. Recipients receive an award that



totals 75 percent of the tuition cost. The award is renewable for four years provided the student maintains the required GPA.

Academic Award Scholarship

This award recognizes students who demonstrate outstanding academic ability and achievement. The award totals 50 percent of the tuition cost for the student's four years at Wesleyan provided the required GPA is maintained.

Pierce Scholar Awards

These awards, named in honor of Wesleyan's first president, George Foster Pierce, are awarded each year to a limited number of incoming first year students. Candidates must demonstrate above average scholastic achievement and ability. Pierce Scholar Awards cover one-fourth of the tuition cost per year, beginning in the freshman year. The award is renewable provided the student continues to meet the terms of the award letter.

Volunteer Leadership Award

These awards are granted to students who have demonstrated superior leadership characteristics in high school, church, and in the community.

SCHOLARSHIPS AND GRANTS

Scholarships for entering first-year students and currently enrolled students are provided from College sources, private businesses, civic groups, estates, individuals, and alumnae. Most scholarships are awarded to students who demonstrate strong academic achievement and proven need for assistance. It is not necessary for students competing for scholarship assistance to indicate each individual scholarship for which they wish to be considered.

Students should contact their high school counselors or principals concerning scholarships offered by local or national foundations, organizations, and individuals.

Wesleyan Alumnae Scholarships

The Wesleyan Alumnae Association, through its Loyalty Fund, annually provides sums to be used in assisting students who show promise of success in college and present evidence of need through the College Scholarship Service.

Wesleyan Grants-In-Aid

Wesleyan awards various grants from institutional sources to assist in meeting the financial needs of its students. Applicants must demonstrate financial need as determined by the Financial Aid Form (FAF) to receive a Wesleyan Grant-In-Aid award.

Talent Awards

Special awards ranging from \$1,000 to \$3,000 are given to students of exceptional talent who plan to major in art, music, or theatre. Auditions or portfolios are required of the applicant. Awards are renewable if the student continues to project exceptional talent and meets the stipulations of the award.

Art Portfolio

A portfolio is required if an art applicant wishes to be considered for a talent award. The portfolio

should include:

1. A series of eight to ten works produced specifically for the talent award application. Sculpture and three dimensional work and large or bulky pictures should be submitted in photographic form (35mm slides preferred). The submission of work not done under the direction of an instructor is encouraged.
2. A brief statement indicating previous art experiences and training, as well as aims and interests in art.

Music

The audition for admission to the Music Program serves as an audition for a Talent Award in Music. (See page 179)

Theatre

An audition is required to be considered for a Talent Award in Theatre. An applicant may submit a portfolio of set designs if her interest is in the technical aspect of study. The Chair of the Department of Theatre should be consulted for specific details.

Restricted Scholarships

Any student from the following geographic areas may qualify for a scholarship designated to the particular area and should contact the Office of Financial Planning for further information:

Hall County, Georgia	Jasper County, Georgia
Twiggs County, Georgia	Bibb County, Georgia
Gasden County, Georgia	Atlanta, Georgia
Coweta County, Georgia	Miami, Florida area
Newnan, Georgia, public high schools	

Peyton Anderson Award

This full scholarship recognizes young women of superb intellectual talent from the Middle Georgia area who are committed to teaching in the Middle Georgia area. One-fifth of the scholarship is a loan which will be forgiven at 20% a year for five years as the recipient teaches within Middle Georgia. Minimum requirements for this award are a 1200 SAT score and a 3.6 on a 4.0 grade point scale. The recipient must commit to teach in Middle Georgia for five years.

The Lottie Felder Bowen Scholarship for Leadership

This \$1,500 per year scholarship is granted to an incoming first-year student who has excelled in high school, church and community involvement. Candidates must have demonstrated strong leadership characteristics, above-average academic achievement and sound moral character. Preference is given to students from the Middle Georgia area.

Macon Alumnae Scholarships

The Macon Wesleyan Alumnae Club awards several scholarships to deserving Macon women.

Alumnae Grants

Daughters and granddaughters of Wesleyan Alumnae are eligible for the Alumnae Grant which is equal to 20% of the students tuition each year. A student may not receive the ministerial or family award in ad-

dition to the alumnae award.

Family Grants

Family Grants are given to one student when two students from the same household (sisters or mother and daughter) attend Wesleyan concurrently. The family grant is equal to 20% of tuition. A student may not receive the ministerial or alumnae award in addition to the family grant.

Ministerial Scholarships

Dependent daughters and spouses of United Methodist ministers are eligible to receive a grant of up to half the cost of tuition for each year of attendance at Wesleyan. Applications for this grant are available in the Wesleyan College Financial Planning Office. A student may not receive the alumnae or family awards in addition to the ministerial scholarship.

The Wesleyan Methodist Scholarship Program

The Wesleyan Methodist Scholarship Program is a joint effort between Wesleyan College and United Methodist churches. It exists to assist deserving young Methodist women in obtaining a college education. These scholarships, which total \$8,000 (\$2,000 per year), are awarded to students based on financial need and the student's involvement in her local church. The student must be recommended by her pastor and have the church's commitment of \$1,000 for her first year at Wesleyan.

United Methodist Scholarships and Student Loans

The Board of Higher Education and Ministry of the United Methodist Church annually awards a number of scholarships to United Methodist students attending Wesleyan. Scholarships usually are awarded in the amount of \$500 per year and are for one year only. No student may be granted more than two such scholarships during her four years at Wesleyan. Awards are made upon the recommendation of the Student Aid Committee.

To be eligible for a United Methodist Student Loan, an applicant must meet the following requirements: 1) Be a member of the United Methodist Church. [Church attendance or participation in church activities does not constitute church membership. Only those who have been received into full membership are eligible.] 2) Be a citizen of the United States [or have permanent residence status]. 3) Be admitted to a degree program in an accredited college in the United States. All applicants must maintain at least a C average to be eligible. Applications are available from the Director of Financial Planning at Wesleyan College.

STUDENT LOANS

Several of the college loan funds make it possible for students to borrow money if necessary. No interest is charged on a loan while a student is enrolled at Wesleyan. Interest at 5 percent is charged beginning on the date of graduation or withdrawal. The principal may be repaid at any time, but becomes due in monthly payments, beginning ninety days after graduation or withdrawal from Wesleyan College.

FEDERAL AND STATE AID

Pell Grants

All Wesleyan students who have not received a bachelors degree are required to apply for the Pell grant before other types of aid are considered. These federal grants range from \$200 - \$2,400 per year depending on the level of federal funding, the cost of education and the student's eligibility index as calculated by Pell Grant.

Supplemental Educational Opportunity Grant Program

These are federal grants designed for students with exceptional financial need. S.E.O.G. awards may range from \$100 to \$4,000 per year.

State Student Incentive Grant Program

A state program of assistance available to Georgia residents who demonstrate financial need and are full-time students. This award at Wesleyan ranges from \$500 - \$1,000 per year.

Georgia Tuition Equalization Grant

An annual tuition grant made available by the state of Georgia to qualified Georgia residents for attendance at approved private colleges in the state. To be eligible for this grant, the student must be a United States citizen who has resided in Georgia for at least 12 months prior to the date of registration for any particular semester, and whose academic load meets the requirements specified by the Georgia Student Finance Commission (presently 12 hours per semester). This grant is not based on financial need. To be considered for the grant, students must file an application (available in the Financial Planning Office) by the final date of registration. Students should remember that application for this program must be made every year.

College Work-Study Program

A federal program designed to provide a student the chance to pay part of her educational expenses by working at a part-time job. To be employed under this program, the student must (1) be enrolled or accepted for enrollment (2) show evidence of financial need (3) be capable of maintaining good academic standing while employed under this program. This award is not deducted from the student's charges during the billing process. The earnings from this program are delivered directly to the student employee each month. Preference will be given to students of exceptional financial need. Limited funds are available for campus jobs to students who do not meet the above criteria.

Stafford Student Loans

This federal program allows students to borrow funds from banks, credit unions, savings and loan associations or other lenders to assist in meeting educational expenses. The student must enroll at least half-time to be eligible. Laws which govern the SSL program now allow students to borrow up to \$2,625 per year for the first two years of undergraduate study, \$4,000 per year for the remaining years of undergraduate study, and up to \$7,500 per year for graduate and professional students. The aggregate SSL loan limits are \$17,250 for undergraduates and \$54,750 for graduate/ professional students. All students must undergo a standardized need analysis (FAF) to determine their eligibility for SSL. Repayment of a SSL begins after the student terminates her studies as at least a half-time student and at the end of a grace period. Repayment is at 8 percent interest and may increase to 10 percent in the borrower's fifth year of repayment.

PLUS and SLS Loans

PLUS loans and Supplemental Loans for Students (SLS) are educational loans, authorized by the federal and state governments, to be available to help parents and students meet the costs of higher education. Both types of loans are made primarily by commercial lending institutions: banks, saving institutions, credit unions and life insurance companies.

PLUS loans provide assistance to parents of dependent undergraduate students to help pay for post-



secondary educational costs. The borrower must be the natural parent, adoptive parent, or legal guardian of a dependent student. Repayment must begin within 60 days of receiving the loan. The student must make arrangements with the lender to begin installment payments, including interest at a variable rate (adjusted annually) not to exceed 12% per year. Parent borrowers are eligible in certain circumstances to defer payment of principal on PLUS loans. Interest continues to accrue at variable rate.

SLS Loans provide educational loans to independent undergraduate students and, in certain circumstances, dependent undergraduate students. Although repayment begins within 60 days of receiving the loan, student borrowers are eligible for a deferment of payment during periods of full-time enrollment. Payment of principal is deferred, but interest continues to accrue at a variable rate not to exceed the estimated 12% per year.

Your loan cannot exceed the estimated cost of attendance less other sources of financial aid, as determined by the school. The yearly maximum borrowing for a PLUS/SLS loan is \$4,000, but may be less in some situations.

Perkins Loans (formerly National Direct Student Loans)

These federal loans are made to students with exceptional financial need. Students may borrow up to \$9,000. No principal is due on the loan nor interest charged while the student is enrolled at least half-time and for six to nine months after studies are terminated. Students may have up to ten years to repay a Perkins Loan at 5 percent interest. Borrowers who become full-time teachers in certain elementary or secondary schools may be qualified for cancellation of part or all of their loan debt.

ADDITIONAL AWARDS AND SCHOLARSHIPS

Listed are some of the awards and scholarships available to Wesleyan students. It is not necessary for a student to apply for each scholarship. The student will be considered for each by submitting the Wesleyan Application for Financial Aid.

Eloise Ainsworth Scholarship Fund
 Samuel L. Akers Scholarship
 Ada Frances Hardeman Anderson Fund
 Emma Louise Anderson and James Ernest Bledsoe
 Scholarship Fund
 Scott Appleby Scholarship
 Atlanta Wesleyan Alumnae Club Scholarship
 Jane G. and Edwin M. Bailor Scholarship
 Elizabeth Winship Bates Scholarship
 Bertha I. Beal Scholarship Fund
 W. Stiles and Eula May Booth Fund
 Lottie Felder Bowen Scholarship
 Emma Gaillard Boyce Fund
 Rev. Aubrey O. Bray Scholarship Fund
 Willa Leigh Finley Brooks Scholarship
 Era Monk Bryan Scholarship Fund
 C. E. Bullock United Daughters of Confederacy Fund
 Susie Martin Catchings Scholarship
 Lila Mae Chapman Scholarship
 Oscar and Elizabeth Carswell Chapman Fund
 Katherine Rountree Christian Scholarship Fund
 Ruby Mottweiller Clary Memorial Fund
 Emma Drew Clay Scholarship

Arthur V. Davis Foundation Scholarship
 Emily C. and Jeannette Deaver Scholarship
 I. Leroy Domingos, Alice Cobb Burden Domingos, and
 Alice Burden Domingos Scholarship
 Dupont Guerry Memorial Scholarship
 James H. Eakes Scholarship
 Maude L. Eakes Scholarship
 Marian Fulghum Ellis Scholarship Fund
 Annie Dortch Pitman Fincher Music Scholarship
 Pauline Logan Findlay Scholarship
 William M. and Clovis F. Flournoy Scholarship Fund
 George Warren Gignilliat Scholarship Fund
 Horace B. Gray Award
 Green Knights Class of 1968 Fund
 Rufus and Jane Mulkey Green Award
 Herbert Haley Fund
 Cynthia Hanna and Gwendolyn H. Ward Scholarship
 Lois Hardy Scholarship
 Ruth Daniel Harper Scholarship Fund
 Essa Harriet and Linda Holland Scholarship
 Esther Kim Herr Scholarship
 Laura E. Butts Hinkle Memorial Scholarship
 Florence Hinman Scholarship

Weyman C. Huckabee Scholarship	Ethleen Pafford Music Scholarship Fund
Stephen Harris Cook Memorial Scholarship	Robert Emory Park Scholarship
Mozelle Harris Jackson Scholarship	Julia Mathews Parker Scholarship
Sara Ann Thomas Jackson Scholarship	Phi Delta Phi Scholarship
Alice Anderson Johnson Scholarship	Olivia Montfort Pope Fund
Emmett S. Johnson Scholarship	Olive Swann Porter Scholarship
Mrs. Fletcher Johnson Scholarship Fund	Jacob Quiambao Scholarship
Katherine Johnson Scholarship	William F. Quillian Scholarship
Loula Evans Jones Scholarship	Reader's Digest Foundation Scholarship
Lucille T. and Garland M. Jones Scholarship	Retired Teachers Association of Bibb County Scholarship
Madame Chiang Kai-Shek Scholarship	Katherine Rogers Memorial Scholarship
Henry Kaplan Award	William P. Simmons Art Scholarship
Anne Bates and Willaford R. Leach Scholarship	Alma Caudill Smith Award
James Warren and Malene Lee Morgan Scholarship	Mary Bowden Smith-Addy Award
Estelle Mason and R. Holmes Mason Scholarship	Nell A. Snavely Scholarship
I. E. McKellar, Anna Belle McCrory McKellar, Clare McKellar Music Award	William J. Speer Scholarship
Elizabeth W. McNutt Scholarship	Thelma Fraser Strickland Scholarship
Macon Civic Club Scholarship	Ouida Johnson Ward Award
Nannie H. Merritt and Ida Merritt Lowe Memorial Trust	Florence Weston Scholarship
Miami-Palm Beach Scholarship Fund	Frances Roberts White Scholarship
Mildred McCrory Mitchell Scholarship	Livie Douglass Williams Scholarship
Ann Munck Scholarship	John A. Wilson Scholarship
Julia Munroe Scholarship	Woodward Communications Scholarship
Dora S. Nottingham Scholarship	Julia Munroe Woodward Scholarship
Elizabeth S. Nelson Scholarship	Ruth Kasey Yost Scholarship
Susie Bryan Overstreet Scholarship	Zeta Tau Alpha Scholarship

STUDENT LIFE

Wesleyan strives to exist as a community of scholars, a community comprised of students, faculty and administrators. Respect for the individual student and for the individual student's present and potential contributions to the community as colleagues of faculty and administrators drives the student and academic life programs of the college. This concept of community ensures the integration of the curricular and co-curricular experience of each student; an integration which emphasizes the development of both "mind and spirit."

The mission of Wesleyan College includes a commitment to providing "an educational environment designed for women." As a college for women, Wesleyan offers unlimited opportunities for student involvement as leaders and as contributing members of a large number of student organizations. The college believes that "a firm grasp of enduring human values is basic to principled living and intelligent service." Accordingly, in its student life program, Wesleyan emphasizes the importance of altruistic service to the larger community beyond Wesleyan.

Enthusiasm and respect for diversity of culture and thought permeates the Wesleyan community. Students from different countries and cultures, students with many different ideologies enrich the Wesleyan experience for all members of the college community.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association (SGA), through an agreement with the President and faculty of the College, governs the student body with emphasis on responsibility, freedom, order, and the maintenance of conditions favorable to an academic community. This governing body is largely responsible for student life in the college community. Student activities are directed through the Senate, the activity councils, and the four classes. The development of **leadership skills** and **opportunities** is a primary goal of the Wesleyan Student Government Association. Representatives of SGA sit with faculty and administration as voting members of the committees of the college. Student Government, in co-operation with the Director of Student Activities, is responsible for allocating the student activity fee. This fee funds the activities and publications available for students.

HONOR CODE

The Honor System is the foundation upon which life in the Wesleyan College community is built. The Honor Principles are based upon the idea that individual freedom is a right founded on responsibility. A student is expected to tell the truth, respect the property of others, and maintain absolute honesty in all areas of her college life. If a student violates a principle of the Honor System, she is honor bound to notify the appropriate representative of Honor Court.

Wesleyan's Honor Principles consist of an Honor Code, an Honor System, and an Honor Pledge. The Honor Principles form the foundation of college life and are one of the cherished possessions of Wesleyan College. The Honor System is designed to help each student form ideals by which she can evaluate experiences during her lifetime. Signing the Honor Code signifies acceptance of the responsibilities of the honor system. This enables the student to enjoy the freedom and privilege of living in a community governed by mutual trust and respect.

JUDICIAL AFFAIRS

The Council on Judicial Affairs (CJA) serves as the coordinating body for the judicial branch of the Student Government Association. Violations of student government regulations are handled through a system of judicial processes; a system of appeals has been established to provide justice for all concerned.



SOCIAL LIFE

An extensive student activities program is planned and managed by the Council on Social Activities (CSA), which consists of students representative of the entire college community. The social life programs of the college are designed to correlate with the diversity evidenced in the student body. Numerous activities are scheduled weekly throughout the semester.

RECREATIONAL LIFE

The Student Recreation Council (SRC) plans a program which provides each student with the opportunity to participate in a variety of recreational activities. All competitive activities emphasize and encourage fair play and sportsmanship. Team and individual activities are offered in various sports and recreational activities, including soccer, basketball, volleyball, swimming, and softball. Weekend trips, movies, and other special events are also sponsored by the Student Recreation Council.

Recreational opportunities at Wesleyan are enhanced by the facilities available for students including an indoor pool, weight room, an outdoor gamefield, jogging course, tennis courts, and a soccer field. In addition, aerobics classes are offered.

Wesleyan's Equestrian Center is located adjacent to the campus and provides opportunities for horseback riding. Classes are offered in horsemanship and riders have access to adjoining land for trail and cross-country riding. The facilities include turn-out paddocks and a barn for boarding horses, a teaching ring, and a jumping area. The Wesleyan Equestrian Drill Team performs several times each year in local parades and on campus.

DAY STUDENT ORGANIZATION

The purpose of the Day Student Organization is to encourage all non-boarding students to participate in campus activities, to provide a means of representation for day students in student government, and to recognize day students as important and unique members of the Wesleyan community. The Day Student Organization coordinates activities that benefit not only its members but all of the College and the Macon community. A Day Student Lounge is located in Wortham Residence Hall.

STUDENT PUBLICATIONS

Wesleyan students publish a newspaper, a literary magazine, and a yearbook. Editors are nominated by staff members and elected by the student body. Any student may work on these publications which are funded by the student activity fee.

Times and Challenge, the student newspaper, reports current news of campus events and other features.

The Wesleyan Magazine of the Creative Arts is an instrument through which Wesleyan students, faculty, and staff may express themselves in literature, art, photography, and music. The magazine is published at least twice a year.

The Vetteropt, the College yearbook, derives its name from the Latin words "*veterrimus*" and "*optimus*," meaning "oldest" and "best." It serves as a pictorial record of the activities of the members of the Wesleyan community.

INTEREST CLUBS

Student clubs are active in the promotion of the academic and the extracurricular life of the College. These include:

Art Club

The Art Club's main objectives are to foster involvement in and awareness of art in the Wesleyan community. To involve the Wesleyan community and make the club's existence known while carrying out its objectives, the Art Club sponsors organized events for the community.

Baptist Student Union

Organized on the Wesleyan campus in 1959, the Baptist Student Union ministers to the spiritual and moral needs of the students. It directs the student's spiritual growth through a Christ-centered, church-related and student-led program. The Student Department of the Southern Baptist Convention directs its activities.

Business Club

The Business Club was organized in 1977 in response to a growing interest in this field of study. Membership is open to business administration majors as well as to other interested students. The club sponsors speakers, films, and other activities that will promote a greater awareness in the field of business.

Circle K

Founded at Wesleyan in 1990, Circle K is affiliated with Kiwanis International and is a service organization. Membership is open to all Wesleyan students.

College Republicans

Founded in 1989, the College Republicans promote understanding of government and awareness of the political process.

Education Connection

The Education Connection was founded by a group of education students in 1987. The purpose of the club is to encourage interest in and increase awareness of education. To this end the club sponsors speakers, workshops, and other activities throughout the year. Membership is open to education majors and to all other interested students.

English Society

Organized in 1987, membership in the society is open not only to English majors but to all other interested students. The Society sponsors speakers, projects (i.e., a summer reading program), and field trips as well as serving as a discussion forum for matters literary and otherwise.

Free Thought

Founded in 1990, Free Thought is an organization founded to explore ideas and thought. Respect for a variety of opinions is valued.

History-Government Club

The History-Government Club was organized chiefly for the purpose of studying historical and current events in the fields of history and government. Membership is open to history and political science majors and to all other interested students.

The International Club

The International Club was organized to promote understanding between people of different nationalities. Membership is open to all students and faculty. The International Fair is one of the many events sponsored by the International Club.

InterVarsity Christian Fellowship

Organized in 1987, the InterVarsity Christian Fellowship sponsors Bible studies and weekly fellowship meetings for students. The club is non-denominational.

Math and Science Club

The Math and Science Club was organized in 1976 and has actively worked to increase awareness of the environment and interest in the sciences. The club membership is composed of math and science majors and other interested students. The club sponsors projects, speakers, and information concerning job opportunities for majors.

Psychology Club

The Psychology Club is open to those who major or minor in psychology and all interested students who have completed the general psychology course. The activities of the club include sponsoring psychology movies, conducting studies of special problems, taking field trips, and engaging outside speakers.

Scribes

Scribes is an honorary literary organization. Begun in 1920, the organization's purpose is to recognize and encourage outstanding achievement in the creative arts. Members are chosen by the current Scribes, the editorial staff of the *Wesleyan Magazine for the Creative Arts*, and a committee of faculty members. The criteria for selection are aesthetic appeal and validity of thought and form.

Speech Communication Club

The club was organized in 1986 for the purpose of acquainting Communication students with areas of communication not available in the regular classroom schedule. Activities include guest speakers, field trips, discussions of critical book reviews, and reports from student internships.

Student Georgia Association of Education (SGAE)

This organization is comprised of all students who are interested in exploring the theories and methods employed in the field of education. Discussions, workshops, conferences, and special guests are provided to acquaint members with professional opportunities in the field of education. All Education majors are members of this organization.

Wesley Fellowship

Methodist students on campus are organized in this association for the purpose of Bible study and discussion of pertinent topics that relate to the spiritual needs and interests of the group. Various projects are undertaken and money is given to specific Christian mission programs. Fellowship is enjoyed with students of other Methodist colleges in Georgia and with members of Wesley Foundations on state campuses.



Wesleyan Black Student Alliance

The Wesleyan Black Student Alliance was organized to promote black awareness. Through various programs, the organization attempts to inform the campus and the Macon community of black people, past,

Wesleyan Student Ambassadors

Wesleyan Student Ambassadors perform public relations functions for various college offices and academic departments. These jobs range from serving at receptions to escorting campus visitors. Organized in 1984, the hostess group of approximately 20 is chosen by a selections process beginning with class nominations and ending with faculty and staff recommendations.

Young Democrats

Founded in 1991, the Young Democrats promote understanding of government and awareness of the political process.

PERFORMING ARTS OPPORTUNITIES

Glee Club

The Wesleyan Glee Club, open to all students by audition, is the College's major ensemble. The Glee Club has performed with some of the important collegiate male choruses in the country, such as the Cornell University Glee Club. It is a featured part of the annual Christmas Concert and may be heard on tour throughout the Southeast.

Wesleyannes

The Wesleyannes, a small vocal ensemble of select voices, performs a variety of music, including popular as well as serious styles. The group makes frequent public appearances and offers its members a variety of performing experiences. Membership is open by audition to those with two semesters experience in Glee Club.

Wesleyan Community Orchestra

Begun in 1989, the orchestra holds weekly rehearsals. It offers the opportunity for instrumentalists to practice and to perform.

Washboard Band

The Washboard Band entertains on campus and at frequent off-campus functions. Membership is open to any student with selection by members based on audition.

MUSIC

A variety of concerts and recitals are presented on the Wesleyan campus. The Macon Symphony and the Macon Concert Association both present subscription series on campus, open to students at no admission charge. Recent programs have included appearances by:

- Alexander Toradze
- Atlanta Symphony Orchestra
- Chanticleer
- Atlanta Bass Quintet

David Northington
Milton Masciadri
Robert McDuffie
Beverly Hoch
Slovak Chamber Orchestra
Empire Brass
Dawn Upshaw

Members of the music faculty give concerts in Macon and other cities, and faculty members and students provide recitals.

An important part of the Music Department offerings are workshops featuring master teachers such as:

Alice Parker
Frances Crawford
Bernadine Oliphant
Peter Segal
Jerry Madley

THEATRE

The Theatre Department produces a number of major plays each year. Participation in all phases of these productions is open to every student enrolled at Wesleyan, regardless of her major. Recent plays produced include:

Royal Gambit - Hermann Gressieker
The Women - Clare Boothe Luce
The Shadow Box - Michael Cristofer
Suddenly Last Summer - Tennessee Williams
Right You Are - Luigi Pirandello
The House of Bernardo Alba - Garcia Lorca
Mandragola - Niccolo Machiavelli
Phaedra - Jean Racine

Every other year student directors present a bill of one-act plays. In recent years, the Music and Theatre Departments have pooled their resources for a production of *Once Upon A Mattress* and Englebert Humperdinck's *Hansel and Gretel*.

STUDENT HOUSING

Wesleyan is primarily a residential college because of the strong belief that close interaction between faculty and students is critical in the development of a scholarly community. Student housing is provided in four residence halls. Most rooms are equipped for double occupancy. Room and board costs are included in the Bulletin under Expenses.

Two residence halls are designated for first-year students. Upon completion of the first year, a student is permitted to select the residence hall of her choice where space is available. The halls are described under Campus Buildings.

DRUGS AND ALCOHOL

Wesleyan College recognizes the social problems inherent in the misuse of alcohol and discourages student consumption of alcohol as being contrary to the educational purposes of the college. The following regulations apply:

- a. No alcoholic beverages may be kept or consumed on the premises of Wesleyan College.
- b. When off campus, students are responsible at all times for complying with Georgia laws governing possession and use of alcoholic beverages.

The use or possession of stimulant, depressant, narcotic, or hallucinogenic drugs or similar agents is strictly prohibited on the Wesleyan College campus, as is the production, selling, bartering, exchanging, or giving away of any illegal drug. The use of drugs is governed by state and federal laws. The Administration will take serious disciplinary action up to and including dismissal of the student involved.

STUDENT SERVICES

CAREER PLANNING AND PLACEMENT SERVICES

The Office of Career Planning and Placement encourages career exploration and preparation. The Center provides career counseling, a career library, and career development seminars on resume writing and interviewing. Representatives from businesses, industries, government, and schools as well as graduate and professional programs visit the campus on Career Day and at other times throughout the year to interview prospective employees. Placement files are maintained for graduating seniors and alumnae, thus serving both employers and students. Information regarding part-time and full-time employment is available through this office.

A career library is maintained by the Office of Student Services in Persons Dormitory. Students may use the materials for general reading on majors and career planning, specific occupations or occupational categories, government employment, current trends, and salary scales. Graduate school catalogues and graduate examination booklets are also available.

COLLEGE STORE

Located in the student activities area of the Olive Swann Porter Building, a College store is operated under College supervision. Textbooks and all school supplies are available. Magazines, books, gifts, stationery, and toilet articles are also sold for the convenience of students and faculty.

COUNSELING AND GUIDANCE

One of the special qualities of Wesleyan College is the relationship between faculty and students. Because of the faculty-to-student ratio, faculty members can provide significant guidance for students. In addition, the Director of Housing and Student Activities, Resident Assistants, the College Chaplain, and the Director of Counseling are available for personal counseling.

Other guidance services are available through the Peer Counseling and Tutorial Program. Selected for their ability and interest in assisting new students, the Peer Counselors and Tutors are trained in communication and helping skills. New students are assigned to an advising team composed of a faculty ad-

viser and a peer counselor to assist in their orientation and adjustment to academic procedures and college life. Individuals experiencing academic difficulty may receive help through the Peer Tutorial Program.

Additional support and encouragement are provided by the Resident Assistants and Big Sister program through which upperclassmen help freshmen become acquainted with and involved in the many opportunities in student activities and organizations.

FOOD SERVICES

Weekday meals and Sunday dinner are served in Anderson Dining Hall. Other meals are served in the Snack Bar. Students may have guests for meals at any time with purchase of meal tickets at the door.

HEALTH SERVICES

The Huckabee Health Center provides health services for boarding students from 8:30 a.m. to 4:00 p.m., Monday through Friday, with a registered nurse on duty. Minor illnesses or injuries are treated on campus in the facility. A physician is on the staff.

All boarding students are required to submit a completed health form which is kept on file at the Health Center. Completion of the health form is a part of the admissions process. Students without health forms on file will not be treated at the Health Center. Students must have current immunization (e.g. MMR, PPD, etc.)

There is no charge to the student for care rendered by the infirmary, nurse or physician. However, the student will be billed for lab work and X-rays performed elsewhere. Medication costs are billed directly to the student.

In the case of injuries or severe illness requiring care from any facility or source other than the health center, the cost is the responsibility of the student or the student's insurance. All students must have proof of hospitalization insurance and record the name of the insurance company and policy number of her health form. Bibb County hospitals will not admit any non-county resident without proof of insurance.

Although the College makes every effort to safeguard the well-being of the students, it cannot accept responsibility for injuries suffered in laboratories, classrooms, physical education and athletic contests or elsewhere on College property, or on trips for instructional purposes or in connection with extracurricular activities.

INTERCOLLEGIATE ACTIVITIES

The purpose of the intercollegiate activities program is to provide Wesleyan students an opportunity to compete with other college students in athletics. Presently, Wesleyan competes in intercollegiate horse shows, soccer, tennis and volleyball. Selection criteria for intercollegiate participation include interest, good physical conditioning, academic soundness, and skill.

INTERNATIONAL STUDENTS

The Director of Career Counseling and Placement serves as adviser to international students, and encourages social, cultural, and academic exchange between the college's American and international students. The International Student Organization's programs and activities are of interest to all members of the Wesleyan community and serve to enhance campus life and to enrich the community as a whole.

ORIENTATION

An Orientation Program designed to acquaint new students with Wesleyan College is initiated prior to

the beginning of the fall term and continues through the first semester. The purpose of the program is to acquaint new students with the academic program as well as with the co-curricular opportunities of the college. Orientation also provides an opportunity for new students to meet with student leaders and with members of the faculty and administration. Before the beginning of the fall semester, incoming students will receive an Orientation schedule, a Student Handbook, and a Guide to the First-Year Experience. The First-Year Advising Program, an extension of the Orientation Program, is described under the Academic Program section of the catalogue.

POST OFFICE

All postal services are available at the sub-station of the Macon Post Office located in the Olive Swann Porter Building.

STUDENT BANK

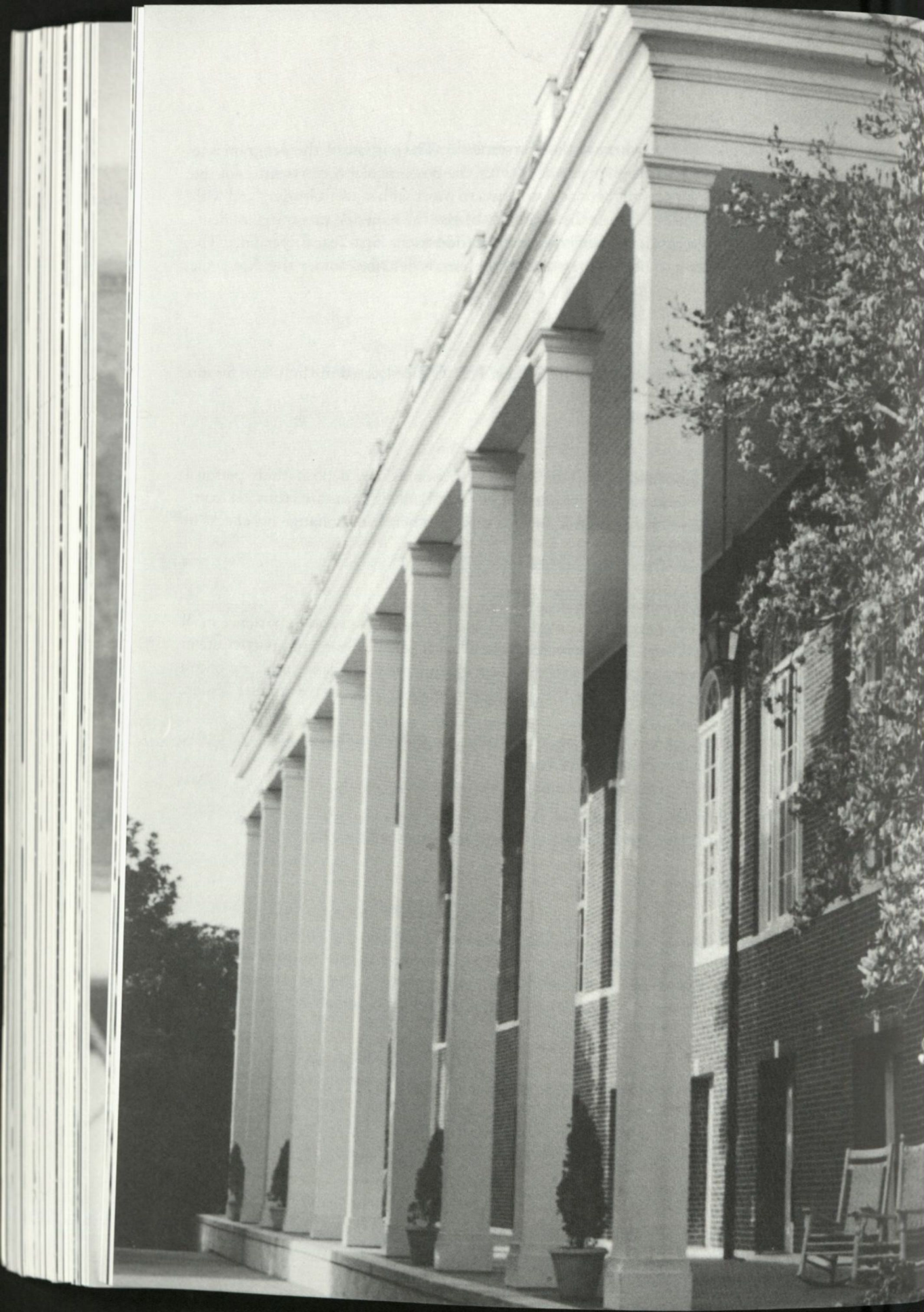
The Student Bank is located in the Business Office in Tate Hall. Students may deposit their personal funds but service is limited to one deposit and one withdrawal per day. Banking hours are from 9:00 a.m. - 2:00 p.m., Monday through Friday. No charge is made for this service other than exchange on checks in accordance with the Macon Clearing House.

WESLEYAN COLLEGE CENTER FOR THE ARTS

The Wesleyan College Center For the Arts Offers programs of quality instruction and experience in all of the arts for women, men, girls and boys. Students come from all over Middle Georgia to participate in classes, lessons and workshops. There are three sessions that meet during the year. Classes are held once a week and vary in length from one to three hours. Some classes meet only four or five times a session, while others last twelve weeks.

There is a great variety in course content including, Watercolor, Apocalypse in the Arts, Story Theatre, Piano for Adults, Ballet Appreciation and Singing for Teens.

Brochures of class offerings and registration information can be obtained at the Center For The Arts office on the second floor of the Olive Swann Porter building.



THE CAMPUS

The college is located on a 200-acre wooded campus in residential Macon, a city of 160,000. In addition to the academic and residential buildings there are tennis courts, a soccer field, a jogging course, a three hole golf course, a lake, and an Equestrian Center. The buildings are of Georgian brick design, attractively situated on the large campus.

THE BUILDINGS

The Porter Family Memorial Fine Arts Building

This building was completed in 1956 and serves as a cultural center for the campus and community and as a facility for the Division of Fine Arts. In addition to classrooms, offices, and studios, it includes:

The Porter Family Memorial Auditorium - used for student programs, special events, and the Macon Community Concert Series. It has a seating capacity of 1,129.

The Cowles Myles Collier Art Gallery - established by the late Mrs. Georgie Collier Comer in memory of her father, a well-known artist. The east wing is used for a number of traveling exhibits each year; the west wing houses Wesleyan's permanent collection.

The Candler Organ - one of the largest organs in the Southeast. There are four manuals and six divisions, with 89 ranks of pipes. The main and echo organs contain a total of 4,932 pipes. Originally built and installed in the home of the late Asa G. Candler, Junior, in Atlanta, it was presented to Wesleyan by Mr. Candler in honor of his wife.

The Lucy Lester Willet Memorial Library

This building was constructed in 1968 and dedicated to the memory of Lucy Lester Willet, a member of the class of 1881. Its exterior is Georgian architecture but it is modern in interior.

The Strickland Conference Room, named in honor of W. Earl Strickland, president of Wesleyan, 1960-1979, is located on the first floor of the Library.

The Georgia Room houses the Library's special collections. The nucleus of the collection is the library of Georgia presented in 1931 by the late Judge Orville A. Park. In this room are also items of rare Americana made possible through the generosity of the late Tracy W. Mc Gregor. Books by Georgia authors and about Georgia, and items of significance in the history of Wesleyan College are most interesting to scholars and visitors.

The Candler Alumnae Building

This building was presented to the College by the late Judge John Slaughter Candler of Atlanta in memory of his parents. For many years the Wesleyan Library, in 1968 the Candler Building was renovated to become the Candler Alumnae Center. The beautiful front, an outstanding example of Southern architecture, remains unchanged but the interior has been re-designed to house the Alumnae offices, other administrative offices, as well as a collection of Wesleyan memorabilia and other objects of historical and cultural interest.

The Porter Gymnasium

Named by the trustees in honor of the late James Hyde Porter, Wesleyan benefactor, the gymnasium includes a heated swimming pool, a weight room, and a gymnasium floor marked for all indoor activities. There is seating space for 700 spectators. Classrooms, dressing rooms, and shower baths are included, in addition to all the equipment of the physical education department. Near the gymnasium are tennis

courts, an athletic field with bleachers, an archery range, and a jogging course.

Classrooms

Taylor Hall, named in honor of the late R.J. Taylor of Macon, houses laboratories and classrooms for chemistry, biology, physics, psychology, sociology, and mathematics. There is a well-designed amphitheatre, seating 200.

Tate Hall, made possible by a gift from the late Colonel Sam Tate of Tate, Georgia, contains classrooms for the English, history, modern languages, religion, business, and education departments, in addition to the President's office and other administration offices.

The Valeria McCullough Murphey Art Building, built in 1964, contains 10,000 square feet of floor space designed exclusively for the teaching of the visual arts. Facilities are included for the teaching of art history, drawing, painting, design, printmaking, sculpture, ceramics, and related subjects.

The Olive Swann Porter Building

The Olive Swann Porter Building is a memorial to the wife of the late James Hyde Porter, a trustee of Wesleyan for many years. At various points throughout the building, beautiful antiques and paintings from Wesleyan's extensive collection are to be found. The Admissions Office is located on the main floor of this building.

The Burden Parlor is a formal parlor named in honor of the late Minnie Bass Burden and her husband, Richard F. Burden, and furnished in 1942 by Octavia Burden (Mrs. T.J.) Stewart and the late Mr. Stewart, a trustee of the College. Redecorated in 1976, the Burden Parlor is an attractive reception room for College functions.

The Hinton Lounge is used for informal student gatherings. Named in honor of Alleen Poer Hinton, class of 1912, it houses the Cade Collection of antiques and art objects.

The Trice Recreation Hall, named in honor of Wesleyan trustee Reginald Trice, is located on the ground floor. It is equipped with ping-pong and pool tables, group game equipment, and large screen television. Nearby are the Snack Bar, the College Store, and the post office.

Offices for major student organizations and student publications are also located in this building.

The Anderson Dining Hall

This stately dining hall seats five hundred and is distinguished by the vaulted ceiling, large arched windows, and unusual matching mantels. The windows open on the beautiful, columned Mount Vernon Porch. The Anderson Dining Room was named in honor of the late William Dickson Anderson, former chairman of the Board of Trustees, and his wife, Linda McKinney Anderson, class of 1893.

Manget Dining Room is a small room, seating approximately one hundred, named in honor of Mrs. Jennie Loyall Manget, class of 1912, director of the Alumnae Association from 1924 until 1947. Exquisitely furnished and decorated, its handsome eighteenth-century chandelier was a gift of Mrs. Charles Howard Candler, Senior, of Atlanta.

The Residence Halls

Five residence halls provide comfortable, convenient living space for students. The buildings are equipped with kitchenettes, laundry areas, dating lounges and study parlors.

Hightower Dormitory, named in honor of Julian and Grace Laramore Hightower, was completed in 1963. Mrs. Hightower was a graduate of Wesleyan and a trustee of Wesleyan. Hightower Dormitory is fully air conditioned and accommodates 122 students in two-room suites with connecting baths.

Jones Dormitory, named in honor of C. Baxter and Carolyn Cater Jones, was completed in 1959. Mrs. Jones is a graduate of Wesleyan and Mr. Jones rendered valuable services as a trustee and College At-

torney over a long period of time. Jones Dormitory is fully air conditioned and can accommodate 104 students in two-room suites with connecting baths.

Banks Dormitory is named in honor of the late William Nathaniel Banks and Mary Evelyn Wright Banks, A.B., 1914, of Grantville, Georgia, trustees and long-time benefactors.

Persons Dormitory is named in memory of Mary Barry Persons, A.B., 1869, in appreciation of a substantial gift to Wesleyan's endowment funds by her two sons, Robert T. and G. Ogden Persons, of Forsyth, Georgia. Persons Dormitory, traditionally housing first-year students, can accommodate 122 students.

Wortham Dormitory is named in memory of Nettie Dunlap Wortham, A.B., 1875, a trustee at the time of her death in 1939, who left half of her large estate to Wesleyan's endowment funds as a memorial to her husband, Henry M. Wortham. Wortham Dormitory can accommodate 108 students.

The Infirmary

The Huckabee Memorial Infirmary includes modern wards, semi-private rooms, doctor's office, diet kitchen, and examining room. Named in memory of the parents of Leo Huckabee, a former trustee, it was opened in 1957, and was furnished by Mr. and Mrs. Lawrence Willet in memory of Mr. Willet's mother, Lucy Lester Willet, class of 1881.

Dice R. Anderson Cabin

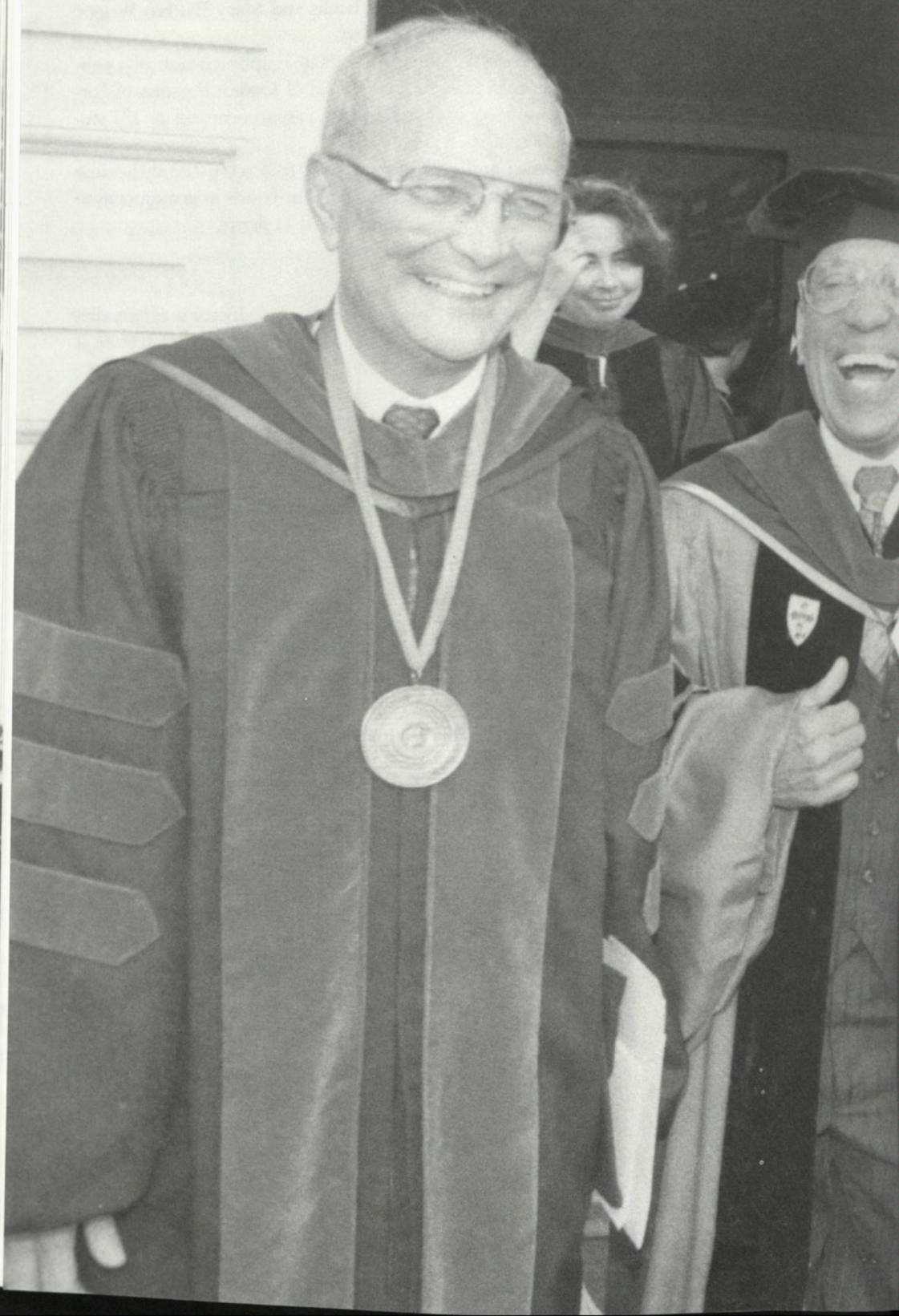
A rustic log cabin in the woods of the back campus is the focal point of many informal student gatherings. Built by the campus YWCA, it was named in honor of the late Dr. Anderson, who was president of the College at that time.

Bradley Hall

The President's home is located on a sixty-one-acre estate adjoining the campus, named Turner Acres in honor of Mr. and Mrs. Don Abbott Turner. It was given to the College by the Bradley Foundation of Columbus, Georgia. Bradley Hall, as the President's home is known, is the scene of many gatherings of students, faculty, and friends of the College.

The Equestrian Center

The Equestrian Center is located north of the lake and near Bradley Hall. Instruction, recreational riding, and boarding are available.



COLLEGE CALENDAR

Fall 1991 through Spring 1993

Fall Semester	1991	1992
New Faculty Orientation, 10:00 a.m.	August 21	August 19
Faculty meeting, 10:00 a.m.	August 22	August 20
Residence halls open to new students at 9:00 a.m.	August 25	August 23
Dining hall opens for lunch.		
Orientation of new students.	August 25-27	August 23-25
Residence halls open at 2:00 p.m. for returning students.	August 27	August 25
Registration for first-year students, transfers, new students 1:00 p.m.-3:00 p.m., in Oval Hall.	August 27	August 25
Registration for returning students 10:00 a.m.-12:00 noon in Registrar's Office.	August 28	August 26
Classes begin; Drop/Take period begins; Credit/No Credit grade option period begins.	August 29	August 27
College offices closed for Labor Day; classes not in session.	September 2	September 7
Last day for schedule changes without approval of the Dean of the College; Drop/Take period ends; Credit/No Credit grade option period ends; Removal of "I" grades.	September 5	September 3
Fall Convocation, 11:15 a.m.	September 5	September 3
Last Day to drop a class without a grade. Mid-semester reports due in the Office of Records and Registration by 3:00 p.m.	October 17	October 15
Early registration for Spring Semester.	October 21-25	October 19-23
Thanksgiving holidays begin at conclusion of classes. Dining hall closes at conclusion of dinner.	November 22	November 20
Residence halls close at 10:00 a.m.	November 23	November 21
Offices closed for Thanksgiving holiday	November 28-29	November 26-27
Residence halls open at 2:00. Dining hall opens for dinner.	December 1	November 29
Classes begin.	December 2	November 30
Last day of classes.	December 11	December 9
Reading Day.	December 12	December 10
Final examinations. Christmas vacation begins at conclusion of examinations. Dining hall closes at conclusion of dinner.	December 13-18	December 11-16
Residence halls close at 10:00 a.m.	December 19	December 17
Final grades due in Office of Records and Registration by 3:00 p.m.	December 20	December 18
Offices closed for Christmas holidays.	December 24-27	December 22-25



ALPHABETICALLY
ALPHA CHAPTER
ALPHA CHAPTER



FOUNDED
BY LEVANT COLLEGE
MAY 12, 1901

UNIVERSITY OF CALIFORNIA

EUGENIA TUCKER

OCTAVIA O. ANDRE

MARY A. EVANS

Spring Semester	1992	1993
Offices closed for New Year's holiday.	January 1	January 1
Residence halls open at 2:00 p.m. Dining hall opens with dinner.	January 12	January 10
Final registration for Spring Semester in Benson Room, Candler Alumnae Building; upperclassmen, 8:30-10:00 a.m.; first-year student, 10:00-11:30 a.m.	January 13	January 11
Classes begin; Drop/Take period begins; Credit/No Credit period begins.	January 14	January 12
Martin Luther King, Jr. Day (Holiday).	January 20	January 18
Last day for schedule changes without approval of the Dean of the College; Drop/Take period ends; Credit/No Credit grade option period ends; Removal of "I" grades.	January 21	January 19
Last day to drop a class without a grade; Mid-semester reports due in the Office of Records and Registration by 3:00 p.m.	March 4	March 3
Spring vacation begins at conclusion of classes.	March 13	March 12
Dining hall closes at conclusion of dinner.	March 14	March 13
Residence halls close at 10:00 a.m.	March 20	March 19
Offices closed for Spring holiday.		
Residence halls open at 2:00 p.m. Dining hall opens with dinner.	March 22	March 21
Classes begin.	March 23	March 22
Early registration for Fall Semester.	March 23-27	March 22-26
Honors Day Convocation, 11:15 a.m.	April 23	April 22
Alumnae Weekend.	April 24-26	April 23-25
Awards Day.	April 28	April 27
Last day of classes.	April 29	April 28
Reading Day.	April 30	April 29
Final examinations.	May 1 - May 6	April 30 - May 5
Final senior grades due in Office of Records and Registration by 10:00 a.m.	May 7	May 6
Final grades for other students due in Office of Records and Registration by 3:00 p.m.	May 8	May 7
Commencement, 10:00 a.m.	May 9	May 8
Residence halls close at 3:00 p.m.	May 9	May 8
Offices closed for Memorial Day.	May 25	May 31
Offices closed for Independence Day.	July 3	July 5

DIRECTORY

BOARD OF TRUSTEES, 1991-1992 OFFICERS

Linda H. Lane
Chair
Neva L. Fickling
Vice Chair
Robert K. Ackerman
President of the College
Carole O. Brown
Dean of the College
Donald J. Welch
Vice-President for Institutional Advancement

Elmer H. Edmonds
Treasurer of the College
Arline A. Finch
Secretary
Hazel H. Burns
Assistant Secretary
John F. Rogers, Jr.
Assistant Treasurer

TRUSTEES

Thomas L. Bass(1994)
Macon, Georgia
Alexis X. Bighley(1996)
New Brighton, Minnesota
Dameron Black, III(1995)
Atlanta, Georgia
Malcolm Stewart Burgess, Jr.(1997)
Macon, Georgia
Hazel H. Burns(1994)
Macon, Georgia
D. Hugh Connolly(1997)
Augusta, Georgia
Lovick P. Corn(1997)
Columbus, Georgia
W. Tinsley Ellis(1996)
Fort Lauderdale, Florida
Neva Langley Fickling(1993)
Macon, Georgia
William A. Fickling, Jr. (1996)
Macon, Georgia
Arline A. Finch(1993)
Atlantis, Florida
Gayle Attaway Findlay(1994)*
New Canaan, Connecticut
Bishop Ernest A. Fitzgerald
ex officio
Atlanta, Georgia
John R. Galvin(1993)
Brussels, Belgium

Karin S. Glendenning(1992)
Signal Mountain, Tennessee
Rufus K. Green(1994)
Atlanta, Georgia
Judy W. Gregory(1996)
Quincy, Florida
Elsie L. Hambright(1992)
Macon, Georgia
Bishop H. Hasbrouck Hughes, Jr.
ex officio
Lakeland, Florida
William H. Hurdle
ex officio
Macon, Georgia
W. Thomas Johnson(1997)
Atlanta, Georgia
David R. Jones (1995)
Atlanta, Georgia
Frank C. Jones (1996)
Atlanta, Georgia
William C. Jones(1995)
Macon, Georgia
Robert E. Knox, Jr.(1996)
Thomson, Georgia
Eleanor A. Lane(1993)
Macon, Georgia
Linda H. Lane(1995)
Macon, Georgia

Bishop Richard C. Looney
ex officio
 Macon, Georgia
 Betty N. Mori(1996)
 Atlanta, Georgia
 Sam Nunn(1996)
 Washington, DC
 Harriet L. Reynolds(1993)*
 Augusta, Georgia
 Jacquelyn D. Richardson(1992)*
 Macon, Georgia
 Bryndis W. Roberts(1997)
 Athens, Georgia
 John F. Rogers, Jr.(1997)
 Macon, Georgia
 Thomas E. Sandefur, Jr.(1995)
 Louisville, Kentucky
 Edward S. Sell, Jr.(1997)
 Macon, Georgia

Chris R. Sheridan, Jr.(1997)
 Macon, Georgia
 Bartow R. Snooks(1997)
 Ailey, Georgia
 Randolph W. Thrower(1995)
 Atlanta, Georgia
 Joe E. Timberlake, III(1994)
 Macon, Georgia
 Gail S.T. Webster(1996)
 Naples, Florida
 Barbara Wilcox
ex officio
 Lakeland, Florida
 Charles H. Yates, Jr.(1993)
 Macon, Georgia
 Robert M. Young(1995)
 Macon, Georgia

* Alumnae Trustees

TRUSTEES EMERITI

David W. Brooks
 Atlanta, Georgia
 Bishop William R. Cannon
 Atlanta, Georgia
 Herbert P. Haley
 Albany, Georgia
 William B. Hambright
 Macon, Georgia
 Bishop L. Bevel Jones, III
 Charlotte, North Carolina

Robert E. Knox
 Thomson, Georgia
 A. Jason Shirah
 Savannah, Georgia
 Ben Tarbutton, Jr.
 Sandersville, Georgia
 Reginald R. Trice
 Macon, Georgia
 Julia M. Woodward
 Quincy, Florida

HONORARY DEGREES CONFERRED BY WESLEYAN COLLEGE

Mary Harris Armor
 Doctor of Laws(1918)
 Mayling Soong Chiang
 (Madame Chiang Kai Shek)
 Doctor of Laws(1943)
 Chungling Soong Sun
 (Madame Sun Yat Sen)
 Doctor of Laws(1943)
 Eling Soong Kung
 (Madame H.H. Kung)
 Doctor of Laws(1943)
 Dorothy Hinksman Farrar
 Doctor of Letters(1956)

Ada Fort
 Doctor of Humane Letters(1958)
 Albert Trulock
 Doctor of Divinity(1958)
 Scott Appleby
 Doctor of Laws(1959)
 Elizabeth Bradley Turner
 Doctor of Humanities(1961)
 Doris Onderdonk Jelks
 Doctor of Music(1964)
 Judge Griffin B. Bell
 Doctor of Laws(1980)

Bishop William R. Cannon
 Doctor of Sacred Theology(1980)
 Grace Laramore Hightower
 Doctor of Humane Letters(1980)
 Reginald Roberts Trice
 Doctor of Commercial Science(1980)
 Teh-Ming Pao
 Doctor of Humanities(1980)
 Linda Anderson Lane
 Doctor of Fine Arts(1980)
 Rt. Hon. Edward Richard George Heath
 Doctor of Public Administration(1980)
 Fredrick Thomas Trotter
 Doctor of Laws(1981)
 Anne Cox Chambers
 Doctor of Public Service(1982)
 Eugenia Rawls
 Doctor of Fine Arts(1982)

Eleanor Richardson
 Doctor of Public Service(1983)
 Julia Munroe Woodward
 Doctor of Humane Letters(1984)
 Neva Langley Fickling
 Doctor of Fine Arts(1984)
 Boisfeuillet Jones
 Doctor of Public Service(1986)
 Rosalynn Smith Carter
 Doctor of Public Service(1986)
 Elizabeth B. Ford
 Doctor of Public Service(1986)
 Senator Samuel A. Nunn, Jr.
 Doctor of Public Service(1987)
 Elizabeth Hanford Dole
 Doctor of Public Service(1990)

PRESIDENTS OF WESLEYAN COLLEGE

George F. Pierce	1836-1840
William H. Ellison	1840-1851
Edwards H. Myers	1851-1854
Osborne L. Smith	1854-1859
John M. Bonnell	1859-1871
Edward H. Myers	1871-1874
William C. Bass	1874-1894
Edgar H. Rowe	1894-1896
John D. Hammond	1896-1891
William J. Roberts	1898-1903
Dupont Guerri	1903-1909
William N. Ainsworth	1909-1912
Charles R. Jenkins	1912-1920
William F. Quillian	1920-1931
Dice R. Anderson	1931-1941
J. Arthur Moore	1941-1942
N. C. McPherson, Jr.	1942-1946
Silas Johnson	1946-1951
William F. Quillian (Acting)	1951-1952
B. Joseph Martin	1953-1959
W. Earl Strickland	1960-1979
Fred W. Hicks	1979-1983
J. Fredrick Wilson (Acting)	1983-1984
Robert K. Ackerman	1984-

FACULTY, 1991-1992

- Robert Kilgo Ackerman**, President, Professor of History, A.B., M.A., Ph.D., University of South Carolina.
- Carole Okun Brown**, Dean of the College, Professor of English, A.B., M.A., Ph.D., University of Minnesota.
- Priscilla Ruth Danheiser**, Associate Dean of the College, Associate Professor of Psychology, B.A., M.A., Ph.D., University of Georgia.
- Patricia Hardeman Davidson**, Assistant Dean of the College, Associate Professor of Biology, A.B., Wesleyan College; M.S., Georgia College.
- Anthony Thomas Adessa**, Associate Professor of Music, B.M., M.M., D.M., Indiana University.
- Fletcher Clark Anderson**, Professor of Music, A.B., B.M.E., Birmingham Southern College; M.S., University of Illinois; Ed.D., University of Georgia.
- Helen Elizabeth Bailey**, Instructor of Art, B.F.A., M.F.A., University of Georgia.
- Judith Karen Blitch**, Assistant Professor of Education, B.S., Oklahoma State University; M.Ed., Ph.D., University of Oklahoma.
- Cynthia L. Buell**, Associate Professor of Communication, B.A., Lake Erie College; M.A., Kent State University; M.A., Marshall University; Ph.D., Florida State University.
- Elmon Lee Coe**, Professor of Natural Sciences and Mathematics, A.B., Harvard College; M.A., Massachusetts Institute of Technology; M.A., Harvard University; Ph.D., University of California.
- Delmas S. Crisp, Jr.**, Fuller E. Calloway Professor of English, B.A., M.A., Ph.D., University of Southern Mississippi.
- William Lawrence Curry**, Professor of Psychology, B.S., M.Ed., Georgia Southern College; Ed.D., University of Georgia.
- Glenna Alice Dod**, D. Abbott Turner Professor of Free Enterprise, B.S., M.A., Eastern Kentucky University; Ed.D., University of Southern Mississippi.
- Scott Cooper Duce**, Catherine L. Comer Assistant Professor of Art, B.F.A., University of Utah; M.F.A., Boston University.
- Nora Eidelberg**, Associate Professor of Modern Foreign Languages, B.A., M.A., Ph.D., Arizona State University.
- Charles Edward Eikner, Jr.**, Catherine L. Comer Professor of Fine Arts, B.M., Texas Technological University; M.M., Eastman School of Music, University of Rochester; M.M., Belgrade Music Academy of Yugoslavia.
- Glenda Kay Ferguson**, Instructor of Chemistry, B.S., Kentucky Wesleyan College; Ph.D., University of Georgia.
- Katharine Dew Floyd**, Instructor of Biology, B.A., Hollins College; M.S., Emory University.
- Ginger Suzanne Frost**, Assistant Professor of History, B.A., Texas Woman's University; M.A., Louisiana State University; Ph.D., Rice University.
- Keith W. Hamon**, Assistant Professor of Computer Communication, B.A., University of Miami; M.A., Arkansas State University; D.A., University of Miami.
- Helen Marie Hollis**, Assistant Professor of Psychology, B.A., M.S., Ph.D., Auburn University.
- Alice Hopper**, Hightower Assistant Professor of Music, B.M., Murray State University; M.M., University of Illinois.
- Joseph A. Iskra, Jr.**, Herbert Preston and Marian Haley Associate Professor of Mathematics, B.A., Florida Southern College; M.S., Ph.D., Vanderbilt University.
- Hilary Watson Kight**, Assistant Professor of Mathematics, A.B., Mercer University; M.A.T., Emory University.
- Tiina Kirss**, Instructor of Modern Language, B.A., M.A., Case Western Reserve University.
- Thomas Mark Ledbetter**, W.C. and Sarah Bradley Assistant Professor of Religion, B.A., Auburn University; M.Div., The Divinity School, Duke University; Ph.D., Emory University.
- Shawn Donald Lovley**, Assistant Professor of Theatre, B.A., Williams College; M.F.A., University of California.
- Susan M. MacFarland**, Assistant Professor of Political Science, B.A., Iowa Wesleyan College; M.A., Oklahoma State University; Ph.D., University of Oklahoma.
- Paula James McMullan**, Assistant Professor of Computer Science, B.A., Tift College; M.Ed., Georgia College; M.S., University of Evansville.
- Darlene Debault Mettler**, Associate Professor of English, B.A., Milligan College; M.A., University of South Florida; Ph.D., Georgia State University.
- Betty Sue Newman**, Instructor of Education, B.A., University of Maryland; M.S., Florida State University.
- Regina B. Oost**, Instructor of English, B.A., M.A.

Keith L. Peterson, Assistant Professor of Chemistry. B.S., Arizona State University; Ph.D., Michigan State University.

John A. Rakestraw, Jr., Assistant Professor of Religion and Philosophy. B.A., McMurry College; Ph.D., Southern Methodist University.

Hasseltine Neal Roberts, Librarian. A.B. Wesleyan College; M.S., Florida State University.

Judith Dell Ross, Assistant Librarian. A.B., Wesleyan College; M.S., Simmons College.

Sylvia L. Ross, Professor of Music. B.S., Denison University; M.S.M. Union Theological Seminary; D.M.A., University of Illinois at Champaign-Urbana.

Mildred Boyd Schoeller, Athletic Director and Assistant Professor of Physical Education. B.A., Hollins College; M.S.M., United States Sports Academy.

Betty Graham Shewfelt, Associate Librarian. B.S., Clemson University; M.A., University of South Carolina; M.L.S., Florida State University.

Ann Smith, Instructor of Accounting. B.B.A., Mercer University; C.P.A.

Peter Andrew Smith, Assistant Professor of English. B.A., M.A., Long Island University; Ph.D., University of Notre Dame.

Hugh Donald Spitler, Assistant Professor of Sociology. B.A., M.A., University of South Florida; Ph.D., Emory University.

Joseph Tabarlet, Instructor of Communication. B.A., M.A., Louisiana State University.

Leah Marcile Taylor, Dupont Guerry Professor of History and Economics. B.A., Vanderbilt University; M.A., Ph.D., Louisiana State University.

Philip Davis Taylor, Assistant Professor of Economics. B.A., M.B.A., University of North Carolina; M.A., Ph.D., Virginia Polytechnic Institute and State University.

Art Werger, Associate Professor of Art. B.F.A., Rhode Island School of Design; M.F.A., University of Wisconsin.

William C. Wyatt, Jr., Assistant Professor of Physical Science. B.S., Georgia Southern College; M.Ed., University of Georgia.

Jerry Randall Wycoff, Assistant Professor of Sociology. B.S., Jacksonville State University; M.A., Indiana State University; Ph.D., University of Florida.

ADJUNCT FACULTY, 1991-1992

Ramsey Earnhart, Lecturer in Health and Physical Education. B.S., University of Southern California.

Carol Hanna, Lecturer in Business Administration. B.S., Auburn University; M.B.A., Georgia College.

Barbara Heck, Lecturer in Health and Physical Education. B.S., Berry College.

Joan Knighten, Lecturer in Health and Physical Education. B.S., Georgia College; M.Ed., Georgia College.

Jane Madison, Lecturer in Health and Physical Education. A.A., Stephens College.

Karen Mangham, Lecturer in Education. B.A., Mercer University; M.Ed., Peabody College.

Fred Martin, Lecturer in Accounting. B.A., M.B.A., Georgia College.

Michael McKinney, Lecturer in Theatre.

Debbie Messer, Lecturer in Education. A.B., Georgia College; M.Ed., Georgia College.

Eunice Ann Munck, Lecturer in English. A.B., Wesleyan College; M.A., Emory University.

Yukiko Okada, Lecturer in Japanese. B.A., Doshisha University (Japan).

Nancy Rowland Rehberg, Lecturer in Music. B.M., Wesleyan College; M.M., Northwestern University.

Gary Ross, Lecturer in Education. B.S., University of Tennessee; M.Ed., Ed.S., West Georgia College.

Katherine Thomas, Lecturer in Modern Languages. B.A., St. Louis University; M.A., Fordham University; Ed.S., Pennsylvania State University.

EMERITI

Arch F. Beckelheimer, Associate Professor Emeritus of English. A.B., Wofford College; M.A., University of Alabama.

Ernestine Bledsoe, Professor Emeritus of Education and Psychology. A.B., Wesleyan College; M.Ed., University of Georgia; Ed.D., Columbia University.

Lillian M. Cowie, Professor Emeritus of Biology. B.A., M.A., University of British Columbia; Ph.D., Queen's University, Canada.

Horace Benton Gray, Professor Emeritus of Education. A.B., M.A., Stetson University; Ph.D., Florida State University.

Mary Pate Hatfield, Professor Emeritus of Speech. A.B., B.F.A., Wesleyan College; M.A., Teachers College Columbia University.

Herbert C. Herrington, Professor Emeritus of Music. B.M., Wesleyan College; M.M., American Conservatory of Music.

George McKinney, Professor Emeritus of Theatre. B.A., M.A., University of North Carolina.

Norman Parish McLean, Professor Emeritus of Music. B.M., University of Alabama; M.A., Columbia University.

Eunice Ann Munck, Professor Emeritus of English. A.B., Wesleyan College; M.A., Emory University.

Bernard Constantine Murdoch, Professor Emeritus of Psychology. B.S., Appalachian State Teachers College; M.Ed., University of Cincinnati; Ph.D., Duke University.

John Edward O'Steen, Associate Professor Emeritus of Music. A.B., University of North Carolina; M.M., Indiana University.

Jacob S. Quiambao, Professor Emeritus of Philosophy, Religion and Missions. LL.B., University of the Philippines; B.D., Garrett Theological Seminary; M.A., Northwestern University; Th.D., Boston University.

Reginald C. Reindorp, Professor Emeritus of Foreign Languages. B.A., M.A., University of New Mexico; Ph.D., University of Texas.

Cornelia Anna Shiver, Associate Professor Emeritus of History. A.B., Wesleyan College; M.A., Northwestern University.

Leah Audrey Strong, Professor Emeritus of American Studies and United States Language and Literature. A.B., Allegheny College; A.M., Cornell University; Ph.D., Syracuse University.

W. Earl Strickland, Professor Emeritus of Religion. B.Ph., M.Div., M.A., Emory University; D.D., LaGrange College.

Corawayne W. Wright, Associate Librarian Emeritus. B.S. Peabody College of Vanderbilt University; M.S., Florida State University.

Ruth Harley Young, Librarian Emeritus. B.S., Georgia State College for Women; M.A.L.S., Florida State University.

ADMINISTRATION AND STAFF

Office of the President

Robert K. Ackerman, Ph.D.
 Carolyn C. Mitchell, M.S.M.
 Mary W. Moore

President
 Assistant to the President
 Secretary to the President

Office of the Dean of the College

Carole O. Brown, Ph.D.
 Priscilla R. Danheiser, Ph.D.
 Gary Ross, Ed.S.
 Kimberly Chase

Dean of the College
 Associate Dean of the College
 Administrative Assistant to the Dean
 Secretary to the Dean

Office of Records and Registration

Patricia H. Davidson, M.S.

 Jo Ann Harden
 Valerie B. Lyles, B.B.A.

Assistant Academic Dean, Registrar, Grants Coordinator, and
 Director of Institutional Research
 Administrative Assistant to the Registrar
 Records Assistant

Office of Financial Affairs

Elmer H. Edmonds, C.P.A., M.B.A.

Treasurer/Comptroller

Leigh Hickman
Gail Mills

Personnel Manager
Secretary to the Treasurer

Office of the Dean of Student Services

Glenda Earwood-Smith, Ph.D.
Evelyn Adams, B.S.
Jan Phillips, M.Ed.
Alisa Rehberg, M.A.
Barbara Heck, B.S.
Joan Griffin, M.D.
Jane Grum, B.S., R.N.
Lynn V. Harvey, A.A.

Dean of Student Services
Director of Placement and Tutorial Services
Director of Housing
Director of Counseling
Assistant Director of Recreation and Wellness
College Physician
Supervisor of Infirmary
Administrative Assistant to the Dean of Student Services

Office of Admissions and Financial Planning

E. Norman Jones, M.Ed.
Melva Lord, B.B.A.
Katherine Wilson Johnson, A.B.
Mary McCardel, B.A.
Julie Hinson, B.S.Ed.
Michelle Griffin, B.A.
Melissa Landers, B.S.
Beth Kargel, A.B.
Carole Nichols
Carol Hicks
Lori Reeves
Sheri Hunt

Dean of Admissions and Financial Planning
Director of Financial Planning
Associate Director of Admissions
Assistant Director of Admissions
Assistant Director of Admissions
Assistant Director of Admissions
Admissions Representative
Admissions Representative
Administrative Assistant to the Dean of Admissions
Admissions Data Entry Operator
Admissions Applicant Analyst and Secretary
Assistant to Director of Financial Planning

Office of Institutional Advancement

Donald J. Welch, M. Div.
Joanne G. Weaver
Nancy M. Spitler, B.A.
Frances Van Horn, A.B.
Matthew C. Montgomery, B.A.
Gayle Chaffin
Carole Hollis, B.F.A.
Martha Davis
Wanda Green
Sheila Pidgeon

Vice-President for Institutional Advancement
Director of the Annual Fund
Director of Public Relations
Director of Campus and Community Events
Assistant Director of Public Relations
Administrative Assistant to the Vice-President
Data Management Supervisor
Annual Fund Secretary
Alumnae Loyalty Fund Secretary
Director of Prospect Research and Proposals

Office of Alumnae Affairs

Gena R. Franklin, M.A.
Dot Rowland
Brenda Schaffer

Director of Alumnae Affairs
Secretary for Alumnae Records
Alumnae Administrative Assistant

Encore Program

Priscilla R. Danheiser, Ph.D.

Director

Study Abroad Programs

Nora Eidelberg, Ph.D.

Director

Internship Program

Priscilla R. Danheiser, Ph.D.

Director

Library

Hasseltine N. Roberts, M.S.

Betty Shewfelt, M.L.S.

Judith Dell Ross, M.S.

Janet Wachtel

Yvonne Jones, A.S.

Lana Rogers

Librarian

Associate Librarian, Technical Services

Assistant Librarian, Public Services

Secretary to the Librarian and Acquisitions Supervisor

Supervisor, Circulation, Periodicals

Assistant, Cataloging Department

Center for the Arts

Jeanette L. Lang, M.M.Ed.

Rita B. Davis

Director

Administrative Assistant

D. Abbott Turner Center for the Advancement of Women in Business

Glenna A. Dod, Ed.D.

Director

Computer Focus Program

Keith W. Hamon, D.A.

Director

Business Office

Carla Asbell, B.B.A.

Nancy St. John

Jane Wood

Donnell Black

Tami Jones

Manager, Business Office

Accounts Payable Clerk

Accounts Receivable Clerk

Notes Receivable Clerk/Student Bank

Data Entry Clerk

Bookstore

Pamela Ellis

Judy Toole

Manager

Clerk

Campus Communications

Shirley Hulsey

Addie Jones

Christine Weston

Carol Lawrence

Switchboard

Printshop/Bulk Mail

Post Office

Post Office

Office of Physical Facilities and Public Safety

Donald Boughton, B.A.

Marjorie Willingham

Rollie Johnson

Barney L. Watts

Willie Singleton

Richard Smith

Leon Mains

Charlie Bloodworth

Michael Jones

Manzy Peebles

Director

Administrative Assistant

Supervisor of Maintenance

Sergeant, Public Safety

Foreman of Grounds

Foreman of Painting

Supervisor of Housekeeping

Maintenance

Maintenance

Maintenance

Willie Perkins
Charles Pitts, B.A.
William White
Amos Howard
Billy Robinson
Larry Wallace

Maintenance
Maintenance
Housekeeping
Maintenance
Maintenance
Housekeeping

Food Service

Diane Jensen
Peter Navarro
Stephanie Hamann, B.A.

Director, ARA Food Services
Food Service Director
Secretary to the Director

Academic Area Staff

Debbie Else
Sharlyn Green
Linda Guest
Wendy Weirs

Secretary, Humanities
Secretary, Education and History, Political Science
Secretary, Fine Arts
Secretary, Natural Science, Behavioral and Social Sciences
and Mathematics

WESLEYAN ALUMNAE ASSOCIATION

The first class graduated from Wesleyan College in 1840, four years after the chartering of the college. The Alumnae Association was organized on July 11, 1859, and is the oldest alumnae association in the nation. The Association is administered by the Director of Alumnae Affairs and governed by the Board of Managers. Three alumnae trustees represent the association on the Board of Trustees of the college.

Through the publication of the alumnae magazine and newsletters and through various mailings, the 7300 alumnae are kept informed of the activities and goals of the college. Alumnae Clubs are present and active throughout the Southeast, California, Texas and New York.

"To contribute to the strength and prosperity of our Alma Mater" - an objective stated in the association's first constitution - expresses the continuing commitment of resources, both human and financial, to maintain Wesleyan's unique heritage and to assure the continuing success of Wesleyan College.

Wesleyan Alumnae Association Board of Managers 1991-1994

President

Kathy A. Bradley, A.B. '78, J.D.
Register, Georgia

President Elect

Gloria Boyette Price, B.F.A. '60
Valdosta, Georgia

Vice President for Development

Joyce Reddick Schafer, B.S. '55, Ph.D.
Macon, Georgia

Vice President for Educational Enrichment

Mary Abbott Waite, A.B. '68, Ph.D.
Atlanta, Georgia

Vice President for Admissions

Julie F. Bowman, A.B. '85
Atlanta, Georgia

Vice President Publications/Public Relations

Jane Price Claxton, A.B. '68
Macon, Georgia

Secretary

Margaret Duckworth Sewell, A.B. '49
Atlanta, Georgia

Treasurer

Loretta L. Pinkston, A.B. '84, J.D.
Macon, Georgia

Member-at-large— Nominations

Tena Roberts, A.B. '60, M.S.
Macon, Georgia

Member-at-Large— Alumnae Weekend

Cathy Coxey Snow, A.B. '71
Macon, Georgia

Member-at-Large— Student Affairs

Marsha Harris Rudolph, A.B. '62
Valdosta, Georgia

Alumnae Trustee

Harriet Laslie Reynolds, A.B. '62
Augusta, Georgia

Alumnae Trustee

Jackie Davis Richardson, A.B. '60, Ed.S.
Macon, Georgia

Alumnae Trustee

Gayle Attaway Findlay, B.F.A '55
New Canaan, Connecticut

Past President

Gena Roberts Franklin, A.B. '71, M.A.
Macon, Georgia

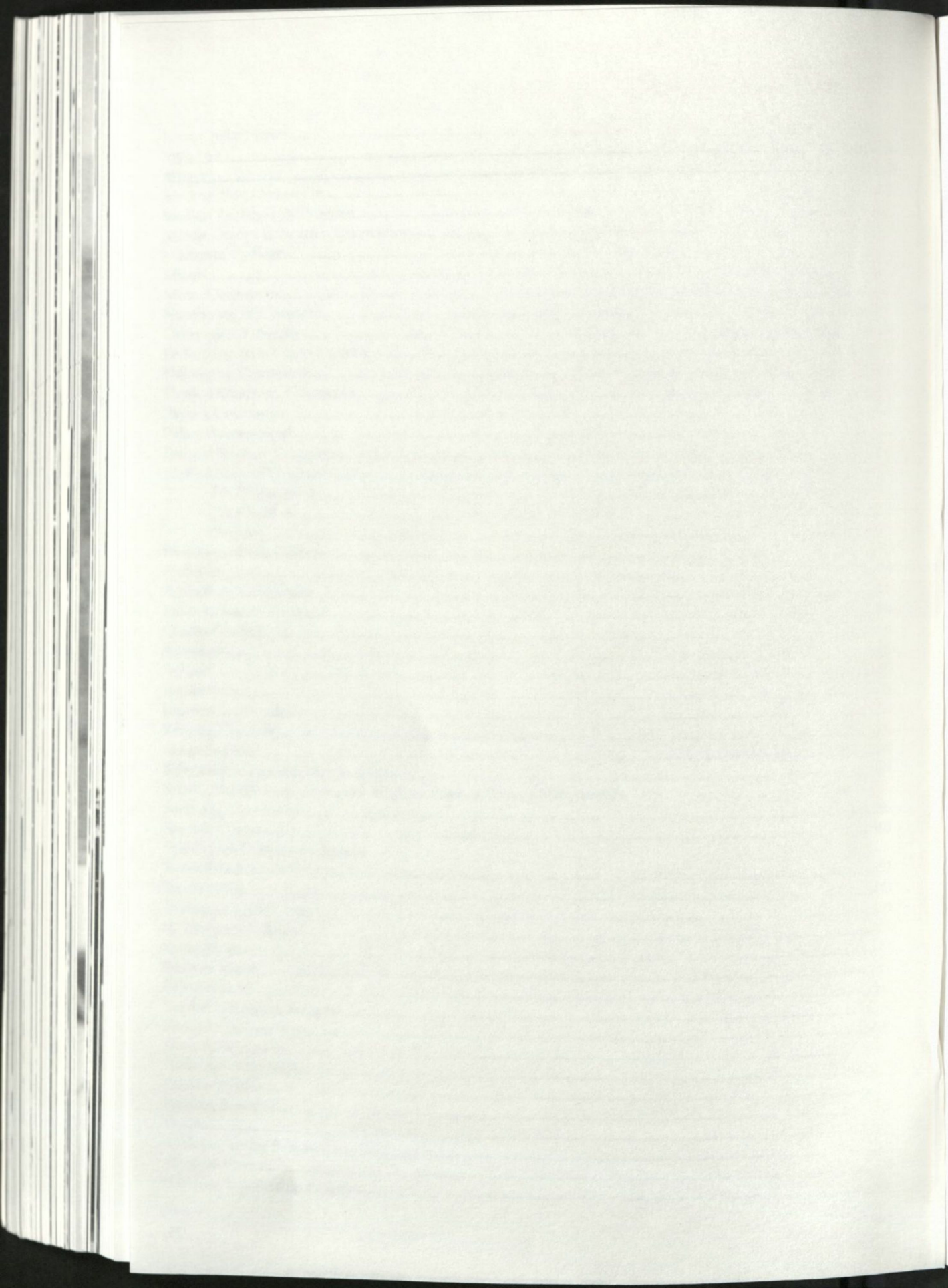
INDEX

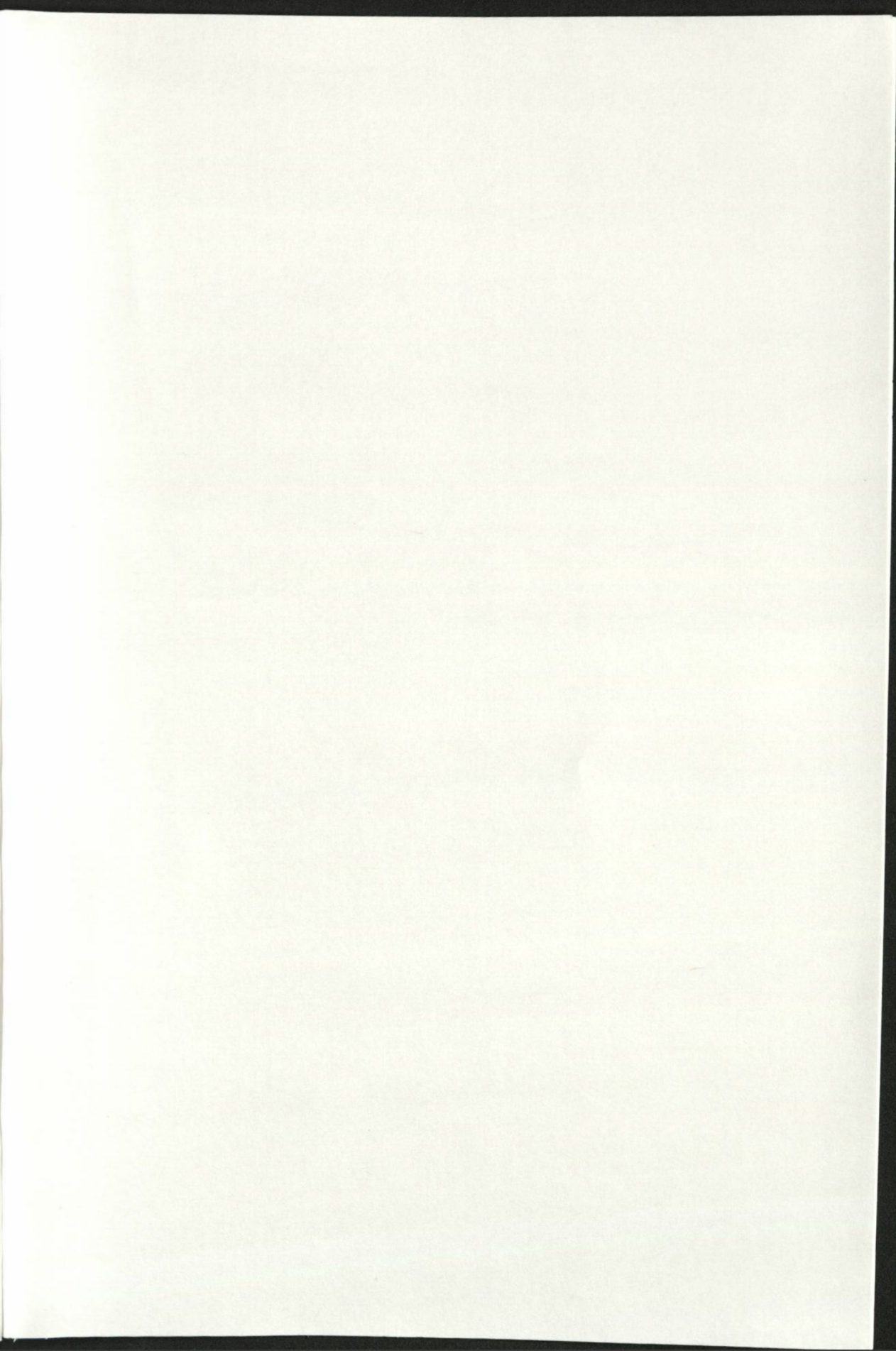
Academic Enrichment	9
Academic Procedures	16
Academic Program	9
Accreditation	3
Administration and Staff	218
Admission of Students	175
Admissions Procedure	175
Advanced Placement (Credit by Examination)	179
Advising, Academic	16
Adult Degree Program (See Encore Program)	177
Alumnae Association	220
Anthropology, Courses in	28
Art, Courses in	28
Arts Management Program	37
Attendance	16
Auditions, Fine Arts	179
Awards, Talent	187
Bank, Student	203
Biology, Courses in	39
Bookstore	201
Buildings and Facilities	205
Business, Courses in	46
Business Management Certificate	42
Calendar, College	208
Career Planning	201
Center For The Arts	203
Chemistry, Courses in	58
CLEP and AP	179
Communication, Courses in	63
Computer Focus	10
Computer Information Certificate	68
Computer Information, Courses in	66
Convocations	10
Counseling	202
Course Credit	17
Credit/No Credit	18
Curriculum	28
D. Abbot Turner Center	46
Day Student Organization	195
Dean's List	9
Degree Requirements	24
Bachelor of Arts	24
Bachelor of Music	169
Bachelor of Science	172
Degrees Awarded, Honorary	211
Directory	210
Dismissal	20
Drugs and Alcohol Policy	201
Dual Degree Program	171

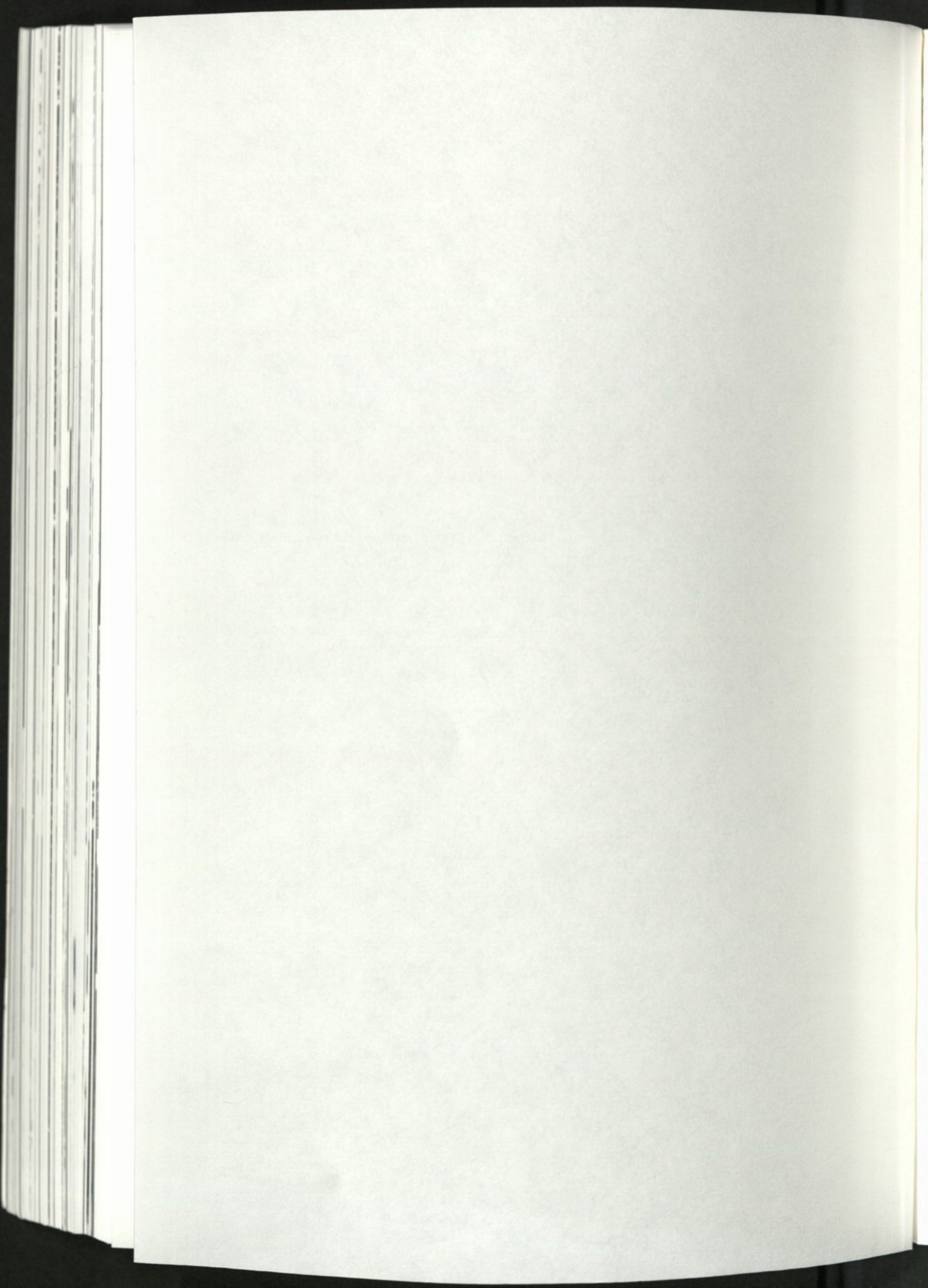
Early Admission.....	179
Early Childhood Curriculum.....	65
Early Decision.....	176
Economics, Courses in.....	48
Education, Courses in.....	62
Education, Curricula.....	65
ENCORE Program.....	177
English as a Second Language.....	19
English, Courses in.....	76
English Journalism.....	76
Entrance Requirements.....	175
Equestrian Center.....	207
Equestrian Certificate.....	103
Examinations.....	19
Exclusion, Automatic.....	20
Expenses.....	180
Faculty.....	215
Fees, Special.....	181
Field Studies.....	22
Financial Aid.....	192
Food Services.....	202
Foreign Language Placement.....	19
Foreign Study.....	14
French, Courses in.....	93
General Education Requirements.....	24
Geography, Courses in.....	95
German, Courses in.....	95
Grading System.....	17
Guidance.....	202
Health and Physical Education, Courses in.....	97
Health Services.....	202
Historical Sketch.....	6
History, Courses in.....	115
History Political Science, Courses in.....	111
Honor Code.....	201
Honor Societies.....	12
Honors.....	9
Honors Program.....	10
Housing, Student.....	200
Humanities, Courses in.....	114
Independent Study.....	20
Infirmary.....	202
Intercollegiate Activities.....	202
Interdisciplinary Major.....	23
Interest Clubs.....	195
International Relations, Courses in.....	115
International Students, Admission.....	176
Internships.....	22
Japanese, Courses in.....	16
Journalism, Courses in (See Communication).....	63
Junior Marshals.....	10
Junior Year Abroad.....	14
Junior Seminar.....	168
Library.....	14

Load, Credit Hours.....	16
Loan Funds.....	196
Majors.....	23
Mathematics, Courses in.....	117
Medical Technology Program.....	172
Middle Grades Education Curriculum.....	66
Mission of College.....	5
Minors.....	21
Music, Courses in.....	123
Numbering of Courses.....	17
Orientation Program.....	203
Performing Arts Opportunities.....	199
Philosophy, Courses in.....	139
Physical Education, Courses in.....	97
Physics, Courses in.....	143
Policy, Statement of.....	3
Political Science, Courses in.....	111
Pre-Professional Programs.....	171
Pre-Engineering.....	171
Pre-Medicine.....	172
Pre-Law.....	173
Presidents of the College.....	212
Probation.....	20
Psychology, Courses in.....	145
Publications, Student.....	195
Quality Credits.....	16
Recreation.....	195
Refunds.....	183
Registration.....	16
Regulations, Academic.....	16
Religion, Courses.....	151
Religious Life.....	196
Scholarships, Awards, Grants, Loans.....	186
Science, See Biology, Chemistry, Physical Science, Physics, Mathematics	
Sociology, Courses in.....	156
Spanish, Courses in.....	160
Speech (See Communication)	
Student Government.....	193
Student Life.....	193
Student Organizations.....	193
Student Publications.....	195
Study Abroad.....	13
Summer Work.....	19
Talent Awards.....	187
Teacher Education Program.....	62
Terms for Paying Fees.....	190
Theatre, Courses in.....	164
Transcript of Record.....	21
Transfer Students.....	176
Trustees, Board of.....	210
Tuition.....	189
Wesleyan Junior Seminar.....	168
Wesleyan Plan.....	6
Wesleyan Scholarship Program.....	184

Withdrawal.....	20
Workload.....	16











WESLEYAN

Wesleyan College • 4760 Forsyth Road • Macon, Georgia 31297